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ABSTRACT

Designed to measure the effectiveness of selected school special services, the evaluative instruments collected here are the result of several years of research and refinement. The descriptive criteria developed by the author may be used as a guide for initiating a new program or applied for self-evaluation or team evaluation of existing services. Evaluative questionnaires are offered for programs in adult education, attendance, food service, guidance, health, libraries, maintenance, office services, personnel services, safety, special education, student involvement and discipline, textbook services, and transportation. Accompanying each instrument is a brief introduction and a plot-a-graph for showing comparative scores among program divisions. (MJL)

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EA 016 640

How Effective Are Your School Special Services?

PREFACE

EVALUATION is the hallmark of improvement. The process of gathering and analyzing information about education requires both human and material resources.

In this era of questions about the educational structure, programs, and procedures, educators need facts rather than opinions upon which to base answers. The day of "they (school people) know best" is gone. Parents, students, and other interested publics want to know who, what, when, where, how, and why. They ask: How efficient are our programs? What improvements are needed? How and when can improvements be expected? Where are resources needed and -- why haven't we done something about deficiences earlier? Even if programs are unattainable, the facts should be readily at hand for both the professional leaders and the public to examine for their merit.

EVALUATIVE INSTRUMENTS have been designed to measure the effectiveness of carefully selected auxiliary services and programs which exist to augment the principal thrust of education -- the instructional program. They are the result of several years of research with the assistance of graduate students in educational administration. From a basic stance of experience, a wealth of literature, and the insightful assistance of authorities and practitioners in the various fields, the author originated descriptive criteria for each of the school special services.

By a pilot process these criteria were refined. Texas school administrators were selected for this purpose, at least three for each of the services. Some served in more than one area if they were known to be knowledgeable and to have experience. This group numbering more than thirty was, as individuals, to examine the criteria for clarity and comprehension. They were asked to group the criteria logically, to compose additional criteria if needed and to make changes and deletions. The responses were consolidated, resulting in the format.

The list of criteria was sent a second time to the Texas jurors. They were asked to assign point values to each of the criteria using 1,000 as a perfect score. When these were returned and consolidated, the first draft instrument was accomplished.

Graduate classes and individual graduate students assisted with the whole process. Two successive graduate classes, after studying basic concepts, formed several teams of evaluators. School districts were selected and on-sight use of each of the instruments provided the first practical application. The instruments were refined by each class and a draft was prepared for the next step.

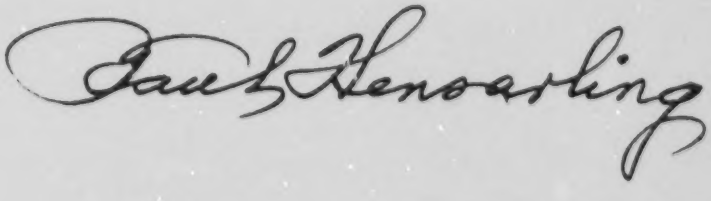
National juries were established. This was done by asking each of the fifty Chief State School Officers to identify one authority in his state in each of the subject areas. A separate jury was chosen for each special service evaluation, numbering 20-30 members. In the case of each instrument and corresponding jury, members were asked to criticize the pilot instrument and to indicate agreement or disagreement with the Texas juries' point values given to each criterion. The only restriction was to allocate points so that the total for an instrument was 1,000. The responses brought about changes, additions, deletions and changes in point values.

The eventual result was the series of instruments. These were field tested again, altered, and published as they are shown in this combined booklet. The format is intended to facilitate "tear-out" for separate use and for duplication if additional separate copies are needed.

The instruments are designed for SELF EVALUATION or TEAM EVALUATION. If a service is non-existent, the criteria may be used as a GUIDE for initiation of a program. In the case of the TEAM EVALUATION, the members may be outside experts or, according to purpose, may be an internal evaluation by teachers, administrators, school board members -- or any combination of these. Distinctly, one use of the instrument is IN-SERVICE EDUCATION. A PLOT-A-GRAPH accompanies each instrument so that comparative scores may be shown more visibly.

Administrative problems left unattended seem to grow. Foresight and planning can prevent or modify them. Planning should be predicated upon hard data obtained from research and evaluation.

It is the purpose of this book of EVALUATIVE INSTRUMENTS to furnish a structured organization of tools by which strengths and weaknesses may be identified so that specified services may be improved for the benefit of the total school program.



SCHOOL SPECIAL SERVICES

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AN EVALUATIVE INSTRUMENT

ADULT EDUCATION

INSTRUMENT FOR EVALUATION
OF
ADULT EDUCATION

NAME OF SCHOOL SYSTEM _____

ADDRESS _____

SCHOOL SYSTEM ENROLLMENT _____ ENROLLMENT IN ADULT PROGRAMS _____

INTRODUCTION

The field of Adult Education in the United States have been in a stage of evolution for several decades. The trends seen in the historical process of its development have provided the terms by which Adult Education can be defined. There are Adult Education programs for the preparation of new citizens; for learning the basic fundamentals of reading, writing and arithmetic; individualized programs of vocational training or retraining; remedial work in academic subjects; and recreational, leisure time utilization. The Adult Education program should be evaluated periodically to determine the extent to which it is accomplishing stated objectives. This instrument is designed for that purpose.

DIRECTIONS

Consider one thousand (1,000) points to be an optimum score for the purpose of this evaluation. Each main division and each sub-topic have been assigned point values indicated in parentheses.

According to your best judgment, using the information available, give each sub-topic a point value from zero (0) up to and including the maximum point value assigned.

Add the points which you have given the sub-topics of each main division. Enter this total in the place provided at left of each main division. Add the point values given the five main divisions. This is the total score of the adult program given by the evaluator. Divide score by ten (10) to obtain percent of excellence.

The criteria and point values used in this evaluation instrument were contributed by adult educators from all geographical areas of the United States. The instrument is adaptable to both self and independent evaluation.

EVALUATION MADE BY _____

POSITION _____

DATE OF EVALUATION _____

TOTAL SCORE _____ PERCENTILE _____

POINT VALUES (Main Divisions) (190)

POINT VALUES (Sub-Topics)

I. OBJECTIVES, ORGANIZATION, ADMINISTRATION

A. The program is approved by the local board of education . . . . . (20)_____

B. An administrator has been assigned to direct the program . . . . . (20)

C. The purposes of the program are in keeping with accepted education philosophy . . . . (10)

D. Objectives are understood by administrators, teachers, students and lay citizens . . . (20)_____

E. The administrative staff and secretarial assistance is adequate for the program size(10)_____

F. Registration procedures are well organized and administered . . . . . (10)_____

G. There is an approved plan to give students credit for prior education and experience (10)_____

H. Results of tests are used as one factor in placement. . . . . (10)_____

I. Time is given each new registrant for counseling . . . . . (10)_____

J. Testing and counseling is a continuous part of the program . . . . . (10)_____

K. The needs and interests of the community were determined by a formal survey . . . . . (10)_____

L. Adult education lay citizens committees or councils are used advantageously . . . . . (10)_____

M. Participating groups are small enough to allow individual attention . . . . . (10)_____

N. In-service education for teachers and leaders is provided. . . . . (30)_____

POINT VALUES (Main Divisions) (280)

POINT VALUES (sub-Topics)

II. THE ACADEMIC PROGRAM OF INSTRUCTION

A. The program meets the needs of the community . . . . . (30)_____

1. There is an academic "biginners' class".
2. There is a class for non-English speaking people.
3. There is an Americanization class for aliens.
4. The basic subjects are taught in all elementary grades.
5. The occupational type of community is considered in curriculum planning.

B. Opportunity for graduation from high school is provided . . . . . (30)_____

1. The number of basic course credits is the same as required in the regular day program, omitting physical education, band, choral, etc.
2. The GED test is used as an alternate or subsitute for credits when appropriate.
3. A diploma or certificate of graduation is issued.

C. The curriculum is balanced and adequate in scope . . . . . (30)_____

1. There are courses which enrich the students' private lives.
2. There are courses which assist students in their occupational endeavors.
3. All courses challenge the learning capacity of the students.

D. Credit courses are equal in quality and content to state accreditation standards for public school courses in the same system . . . . (20)_____

1. Content is adapted to interest the needs of adult students.
2. Courses contain basic skills.
3. Required courses meet the same standards as those required of the regular day school.

(continued on next page)

POINT VALUES (Main Divisions)

POINT VALUES (Sub-Topics)

E. Provision is made for acceleration . . . .(30)_____

1. A system of continuous progress is used.
2. Students in elementary grades advance at their own rates of accomplishment.
3. High school credit courses allow time flexibility for completion.

F. Scheduling is arranged for the convenience of the students . . . . . (20)_____

1. Semesters span a time when the majority can attend.
2. Holidays coincide with those of employed students.
3. Vacations are taken into consideration.
4. Class hours are arranged so that employed students may attend.

G. Good attendance and punctuality is maintained. (Ninety percent is considered good.) . . .(20)_____

H. Methods are adapted to adult learning . . (30)_____

1. Psychology is adapted to adults.
2. Individualized instruction is used appropriately.
3. Resources of class members are used.
4. Books and materials are graded but content is on adult level.
5. Materials have practical application.

I. Instruction is well planned . . . . . (30)_____

1. Students know the immediate and ultimate goals of the course.
2. Teachers include student participation in planning.
3. Outside assignments are reasonable and clear.
4. Time is conserved in every way possible, especially in getting class started.

J. Adequate records are kept . . . . . (20)_____

1. There is systematic grading and reporting.
2. Grades and attendance are recorded.
3. The files contain an individual folder and permanent record for each student including grade placement, prior credits, progress reports, test records and grades.

K. Test records are used to identify and remove deficiencies of individual students . . . (20)_____

POINT VALUES (Main Divisions) (120)

POINT VALUES (Sub-Topics)

III. PROGRAMS OTHER THAN ADULT BASIC EDUCATION

A. Continuing Education is provided outside the realm of compensatory education . . . . . .(20)_____

B. Extension Services offer programs removed from the center of administration -- wherever the need is . . . . . .(10)_____

C. The Community Education concept is utilized to coordinate and supplement all programs for adults, youth and families . . . . . (20)_____

D. Community Services are embodied in the total concept as illustrated by the Community College and Community Education Centers . . . . . .(10)_____

E. Vocational-Technical Education meets the needs of the community and contiguous areas . . .(20)_____

F. Carrer Education is an accepted process for adults as an extension of the public school K-12 program . . . . . (20)_____

G. Avocational or Developmental Programs extend opportunities for all adults in a wide variety of interests . . . . . (20)_____

POINT VALUES (Main Divisions) (150)		POINT VALUES (Sub-Topics)
IV.	FACILITIES	
	A. The school center is located conveniently for participants	(20)_____
	B. Classrooms are well lighted, ventilated, cooled, heated and screened from insects if necessary	(20)_____
	C. Furniture is comfortable for adult use . .	(20)_____
	D. Equipment and furniture are adapted to courses and activities offered	(20)_____
	E. An adequate library is available	(20)_____
	F. Adequate teaching aids are available (audio and visual aids, maps, books, chalkboard and display space, radio, TV) . . .	(20)_____
	G. There is adequate office space for counseling in privacy and for filing and storage	(15)_____
	H. Facilities are generally in good repair and safe from hazards	(15)_____

POINT VALUES (Main Divisions) (110)

POINT VALUES (Sub-Topics)

V. QUALIFICATIONS OF TEACHERS

A. Legal qualifications . . . . . .(30)_____

1. Valid teacher's certificate for accredited programs.
2. Baccalaureate degree or equivalent special training or experience.
3. Assigned to teach in major or minor fields of preparation or in specialty of experience.

B. Personal qualifications . . . . . (40)_____

1. Special interest and aptitude for teaching adults.
2. Good health, mature, appropriate dress, pleasant disposition.
3. Proper use of voice and language. (bilingual when appropriate)

C. Professional preparation . . . . . .(40)_____

1. Knowledge of adult psychology.
2. Participation in in-service education and special courses in methods of teaching adults.
3. Knowledge of subject matter or skill and effective methods of teaching adults.
4. Attendance at adult education conferences or workshops.
5. Ability to plan work.
6. Good classroom organization and management.

POINT VALUES (Main Divisions) (150)

POINT VALUES (Sub-Topics)

VI. PROMOTION AND SUPPORT

A. Community resources have been used in program planning and organization . . .(20)_____

1. Needs were determined by community survey.
2. Offerings of other agencies such as YMCA, public library, Red Cross, churches and labor organizations have been cataloged to avoid duplication. The cooperation of these agencies has been solicited.
3. A lay advisory committee or council is functioning to the advantage of the adult program.
4. Community people are used as instructors and/or resource consultants.
5. Needs of business, industry and the professions are given special consideration.

B. The support of public school personnel is cultivated . . . . . .(20)_____

1. The superintendent, board members, principals, teachers and other staff members are informed.
2. School personnel assist when needed.
3. Mutual support is apparent.

C. Adult students feel a sense of belonging and pride in the school . . . . . .(20)_____

1. Recruit other students
2. Discuss it "on the job".
3. Enter into "whole school" functions.

D. The program is interpreted continuously to the general public . . . . . (20)_____

1. All available media are used: newspapers, radio, TV, bulletins, displays, person-to-person contacts, placards, handbills, letters, community programs, chamber of commerce, service organizations, labor unions, churches.
2. Special and personal effort is made to solicit the aid of employers.

(continued on next page)

POINT VALUES (Main Divisions)

POINT VALUES (Sub-Topics)

E. The financial structure is sound . . . . (20)_____

1. Adequate system of record keeping and auditing.
2. Adequate budget for the program.

F. The local school system subsidizes the program -- also business and industry when appropriate . . . . . (20)_____

(A variation exists here according to the amount of state and federal financial support)

G. Students contribute to financial support (10)_____

1. Tuition and other fees are proper.
2. Collections maintain a current status.

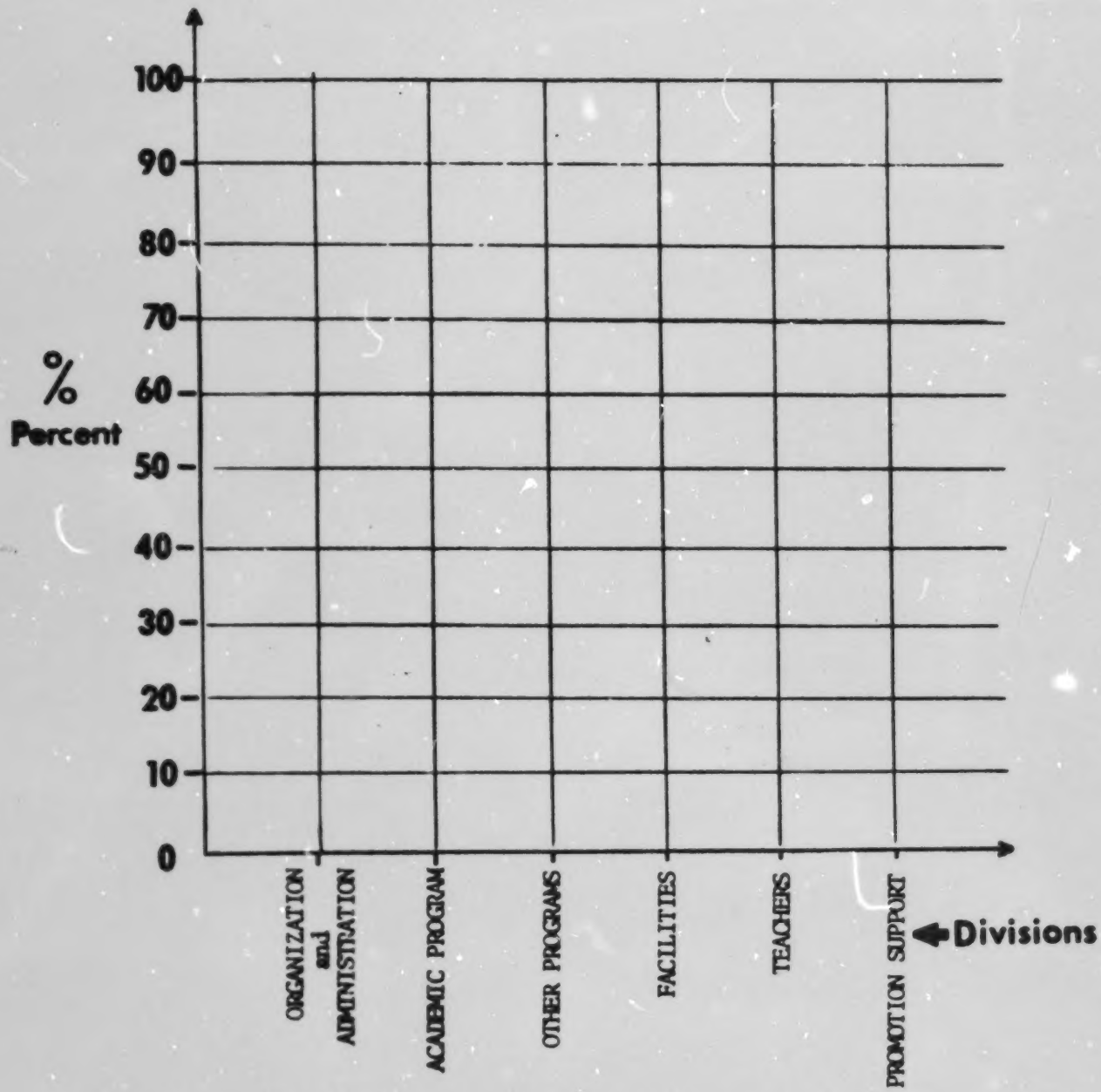
H. Teachers are adequately paid . . . . . .(20)_____

1. Specific training and experience.
2. Rate is commensurate with other professional personnel of the school system.

_____ (1,000) = TOTAL MAIN DIVISIONS = TOTAL ALL SUB-TOPICS = (1,000)_____

EVALUATION OF ADULT EDUCATION PROGRAMS

PLOT-A-GRAPH---Determine each respective division percentage by dividing the division's total number of points assigned by the evaluator by the total point value designated in the instrument. Plot this percentage at a point in line with the division title. Draw a connecting line between the points. The graph will be a visual representation of the relative standing of each division.



Dr. Paul R. Hensarling

Attendance Services

AN EVALUATIVE INSTRUMENT

INSTRUMENT FOR EVALUATION OF ATTENDANCE SERVICES

NAME OF SCHOOL SYSTEM _____

ADDRESS _____

SCHOLASTIC ENROLLMENT _____ DATE OF EVALUATION _____

INTRODUCTION

Children must enroll in school and attend regularly in order to receive the educational opportunities offered by their school system. The quality of the attendance services of the school is influenced by the school's success in achieving continuous enrollment and regular attendance of every child until he completes the school program provided for him.

Attendance personnel have the unique opportunity and responsibility to see that all children who are eligible are enrolled and are attending regularly. Attendance services in all of its phases must be an integral part of the total program of education. All administrators, teachers, and other staff members have the responsibility of promoting interest in attendance. Whatever motivation activates the child's attendance, his presence is quite necessary if he is to profit fully from the organized educational program designed for him. Evaluation of the attendance services should be continuous to assure coordination with the objectives of the school.

DIRECTIONS

The total point value of an optimum program is 1,000 shared by the three major divisions. The figures in parentheses on each division and criterion represent the optimum as determined by a jury of highly qualified professionals from various states. Whatever point value you assign, let it be representative of your own experience and best judgement.

Study the sub-items of one division at a time and decide what point value you would give each sub-item. Record a point value to the right of each sub-item.

Complete the total for each division. Add the division totals to obtain the evaluation in points values. Divide by ten to obtain a percentile rating of the program.

NAME OF EVALUATOR _____

POSITION _____

EMPLOYED BY _____

ADDRESS _____

TOTAL SCORE _____ PERCENTAGE _____

I. ORGANIZATION AND ADMINISTRATION

	POINT VALUE (Division I) (393)	POINT VALUE (Each Sub-Topic)
1.	The local board of education has established attendance policies.	(20)
2.	The administration has established regulations to carry out local board of education policy.	(22)
3.	The administration provides leadership for the attendance services at all grade levels.	(20)
4.	There is a continuous evaluation of the attendance services.	(20)
5.	In-service training is provided to assist the classroom teacher in proper accounting of attendance.	(14)
6.	The curriculum is comprehensive so that the interest and needs of all students are available.	(22)
7.	Adequate funds are provided to operate an optimum attendance program.	(19)
8.	The plan for unit and system wide average daily attendance is well organized and functional.	(20)
9.	Additional information needed by attendance personnel is secured by various methods including family unit composition.	
10.	A continuous study by administration and attendance personnel is conducted on truancy and drop-outs.	(20)
11.	A co-operative relationship exists between the administration and attendance personnel toward attendance improvement.	(19)
12.	There is a continuous self-evaluation program in operation for classroom teachers depicting their personal role in attendance services.	(15)

CONTINUED ON NEXT PAGE

POINT VALUE (Division I)		POINT VALUE (Each Sub-Topic)
13.	Adequate office space, storage space, equipment, and supplies are provided the attendance service personnel.	(16)
14.	The administration distributes bulletins, posters, pamphlets, personal letters, statistics, reports, etc. concerning attendance services.	(15)
15.	School sites are selected so that optimum attendance will be encouraged.	(19)
16.	The policy of permitting the use of student owned and operated motor vehicles is recognized as a negative factor in student attendance.	(15)
17.	An effort is made to inform parents that there is a close relationship to good attendance and academic achievement and sustained interest.	(22)
18.	It is recognized that adequate transportation service have a favorable effect on student attendance.	(20)
19.	It is recognized that attractive, clean, properly kept buildings and grounds improve attendance.	(17)
20.	The school continually enriches its curriculum and extra-curricular program to meet the needs of all children.	(27)
21.	Transportation is furnished, where needed, for students to attend or participate in extra-curricular activities, thereby maintaining their interest in the school in its entirety.	(15)
22.	Fees are kept to a minimum so that a maximum number of students may participate in all activities.	(16)

II. ATTENDANCE PERSONNEL AND PROCEDURES

	POINT VALUE (Division II) (418)	POINT VALUE (Each Sub-Topic)
1.	The person responsible for attendance services participates in curriculum planning.	(18)
2.	The person responsible for attendance services serves as a consultant to teachers for the improvement of attendance.	(22)
3.	The person responsible for attendance services visits the classroom to discuss attendance procedures and problems with the students.	(18)
4.	Attendance personnel, teachers, and other selected persons gather relevant supplementary information.	(17)
5.	School personnel work together to motivate students to achieve good attendance.	(24)
6.	Extra-curricular activities are provided which motivate student attendance.	(20)
7.	Prompt investigation is made of all absentees.	(23)
8.	Attendance personnel solicit the cooperation of the parents is promoting good attendance and the enrollment of all eligible children.	(24)
9.	Parents are encouraged to visit the school and become better informed about the program which affects attendance problems.	(20)
10.	The school solicits the community's acceptance that school attendance should receive priority over work or other community activities.	(21)
11.	The school invites the aid of the local and state health departments in providing assistance in controlling health conditions in the school and community.	(18)
12.	Classroom teachers observe children for signs of sickness which might be contageous and make immediate referrals.	(17)
13.	The assistance of the Welfare Department is solicited to provide eligible families relief of conditions which may affect attendance.	(10)

CONTINUED ON NEXT PAGE

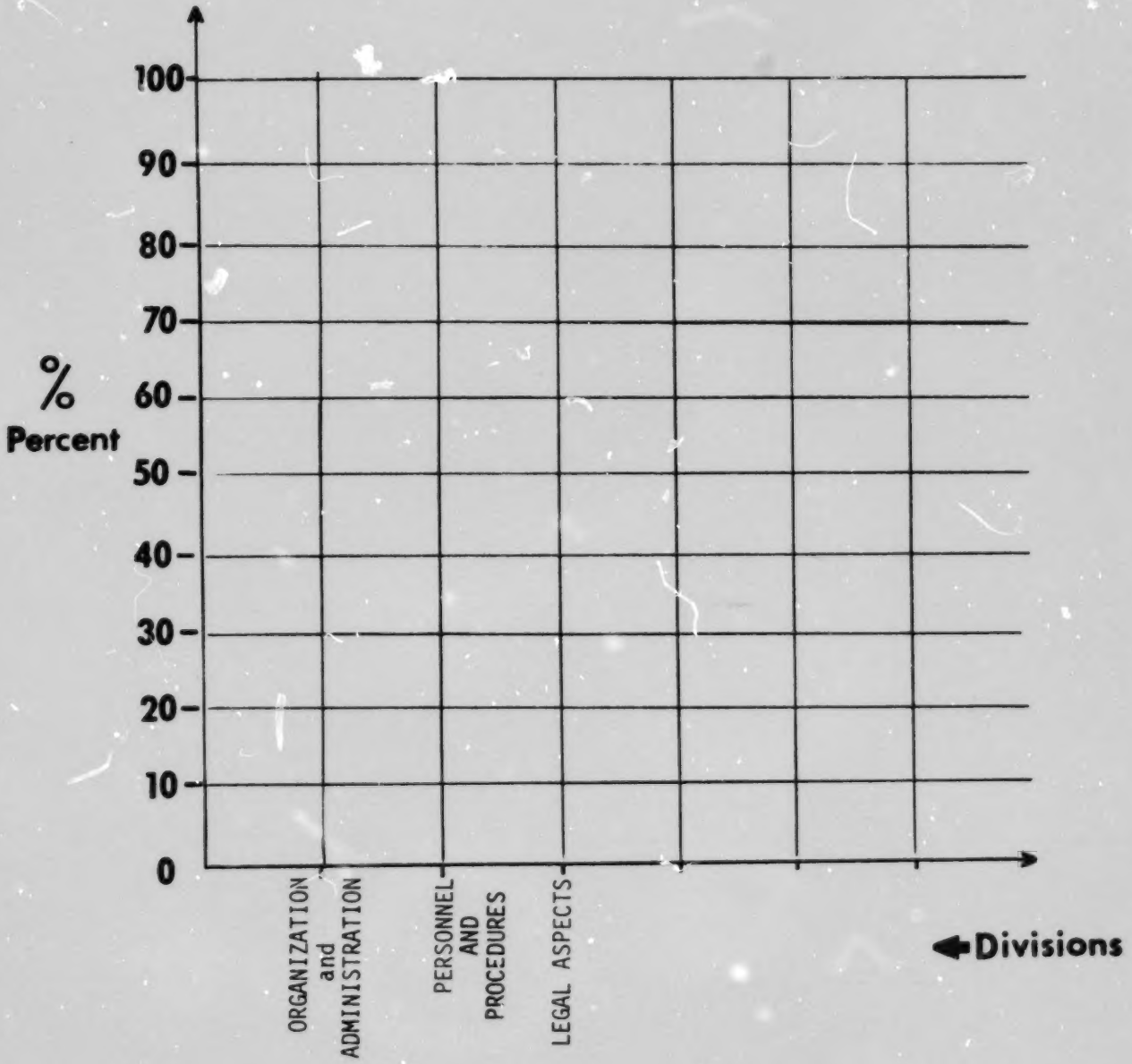
POINT VALUE (Division II)		POINT VALUE (Each Sub-Topic)
14.	The school personnel visit the homes of truants and potential truants to assist in the solution of their children's attendance problems.	(19)
15.	Arrival at school on time is considered important and tardiness is considered a possible beginning of poor attendance habits of truancy.	(18)
16.	The attendance officer performs his duties similar to that of the guidance worker or counselor.	(18)
17.	A system of obtaining explanations from the parents of absent students has been established.	(17)
18.	The school organizes and supervises its programs so as to reduce the necessity for expulsion of students for improper conduct.	(18)
19.	The school supports those positive factors in the community which may encourage school attendance.	(18)
20.	The school's program of counseling and guidance is used to improve pupil-school relations.	(18)
21.	Teachers recognize health factors such as correct lighting, proper temperature, and controlled ventilation as items that affect attendance.	(15)
22.	The faculty recognizes that the following personal traits of teachers influence attendance by pupils: personality, understanding, empathy, tactfulness, sincerity, cheerfulness, imaginative and innovative teaching techniques.	(25)

III. LAWS AFFECTING ATTENDANCE

POINT VALUE (Division III) (189)		POINT VALUE (Each Sub-Topic)
1.	The school adheres to the state and national child labor laws.	(26)
2.	The school adheres to the state compulsory school attendance laws.	(25)
3.	The attendance records kept by the school meet the state requirements for state financial support of the local school system.	(24)
4.	School personnel are delegated the authority to enforce the state compulsory attendance laws.	(22)
5.	The school adheres to the state laws regulating school census enumeration and average daily attendance.	(23)
6.	The school co-operates with local law enforcement officials and courts in enforcing attendance laws.	(23)
7.	The school uses, when necessary, its legal right to require a medical permit for an excused absence because of sickness and for readmission to school.	(23)
8.	The school pupil accounting procedures are in agreement with the State Education Agency pupil accounting requirements.	(23)

Evaluation of School Attendance Services

PLOT-A-GRAPH---Determine each respective division percentage by dividing the division's total number of points assigned by the evaluator by the total point value designated in the instrument. Plot this percentage at a point in line with the division title. Draw a connecting line between the points. The graph will be a visual representation of the relative standing of each division.



FOOD SERVICES

AN EVALUATIVE INSTRUMENT

ORGANIZATION & ADMINISTRATION

INSTRUMENT FOR EVALUATION
OF
FOOD SERVICES

NAME OF SCHOOL SYSTEM _____

ADDRESS _____

SCHOLASTIC ENROLLMENT _____ DATE OF EVALUATION _____

INTRODUCTION

It is generally accepted by both educators and parents that it is important to provide for the education of the child to satisfy his needs as a whole. The cafeteria service is an integral part of his educational program. It provides an opportunity for the child to obtain a nutritionally adequate meal of tasteful variety, served in an attractive atmosphere for dining. The cafeteria contributes to the development of proper social and health habits. The cafeteria program should be approved by the local board of trustees and administered by professional personnel. The business practices of the cafeteria should be economically sound. To be effective, this program should be continually evaluated in the light of pupil needs.

DIRECTIONS

The total point value of an optimum program is 1,000. The four major divisions share in the 1,000 points. The figures in parentheses on each division and criterion represent the optimum as determined by a jury of fourteen superintendents of schools and directors of food services in twenty-four states. Whatever point value you assign, let it be representative of your own experience and best judgement.

Study the sub-items of one division at a time and decide what point value you would give each sub-item. Record a point value to the right of each sub-item.

Complete the total for each division. Add the division totals to obtain the evaluation in point values. Divide by ten to obtain percentile rating of the program.

NAME OF EVALUATOR _____

POSITION _____

EMPLOYED BY _____

ADDRESS _____

TOTAL SCORE _____ PERCENTAGE _____

I. ORGANIZATION AND ADMINISTRATION

POINT VALUE (Division I) (326)

POINT VALUE (Each Sub-Topic)

A. The primary responsibility for the administration of the school lunch program is vested in the same educational authorities who are responsible for all other phases of the educational program. . . . . (28)

B. The organizational chart of the school system includes the food service showing relationships with various personnel. . . . . (15)

C. Policies concerning the organization and administration of the food service, including job descriptions, are written and readily available for reference by all employees. . . . . (19)

D. There is evidence that the school evaluates the food program continuously in the light of pupil needs. . (21)

E. There is effective supervision at all levels of food service operation. . . . . (23)

F. Cooperation is evident among members of the school staff in the planning and organization of the food service. . . . . (18)

G. The citizens of the community are encouraged to evaluate the school food service and contribute to its improvement. . . . . (13)

H. Food service employees are selected on the basis of merit and fitness for specific jobs. . . . . (23)

I. An orientation program is provided for all new food service employees. . . . . (18)

J. In-service education to improve food services are provided and employees participate . . . . . (24)

K. Adequate personnel are provided to carry out the functions of the food services . . . . . (21)

L. Safety practices are exercised by cafeteria employees in carrying out their duties . . . . . (18)

M. The school food service is considered a part of the educational program. . . . . (25)

N. A balanced diet is served in adequate amount and tasteful variety. . . . . (37)

O. The lunch period is scheduled so that each child has sufficient time to eat . . . . . (23)

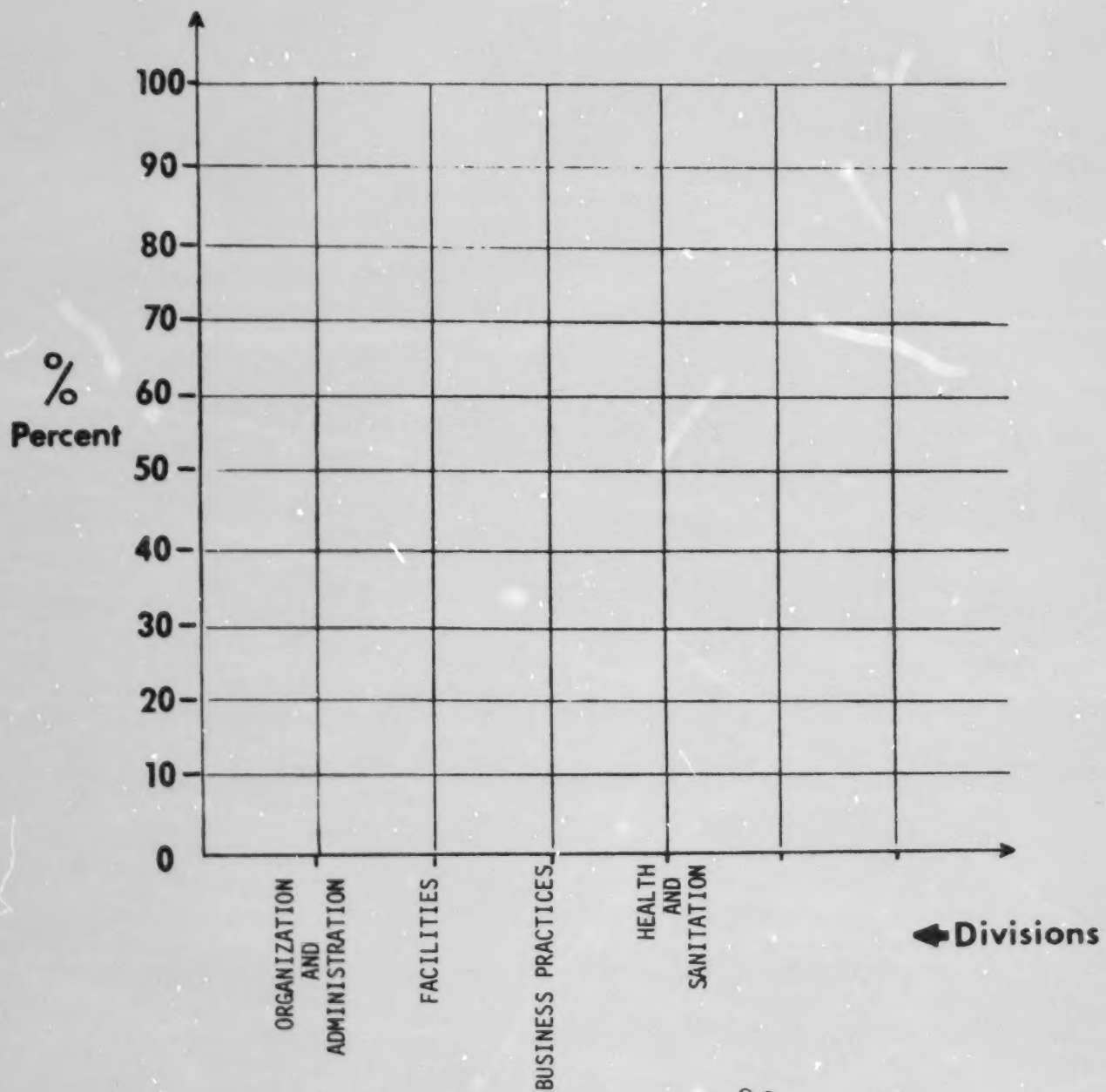
II. FOOD SERVICE FACILITIES

	POINT VALUE (Division II) (248)	POINT VALUE (Each Sub-Topic)
A.	Adequate facilities and space are provided for serving, preparing, and storing food.	(35)
B.	The cafeteria is located for easy accessibility to students.	(22)
C.	Adequate facilities and space are provided for record keeping and food services business affairs	(20)
D.	Adequate facilities are provided for the storage of janitorial and miscellaneous supplies.	(17)
E.	Adequate facilities are provided for the washing and sterilization of eating utensils and kitchen wares .	(33)
F.	Adequate space per user is available for the maximum number to be served at any given time.	(26)
G.	The arrangement of cafeteria facilities is designed for efficiency within economical costs..	(28)
H.	The cafeteria furniture is adapted to the age level of the participating students.	(18)
I.	The cafeteria provides an attractive social environment for dining.	(26)
J.	The cafeteria has proper ventilation for the elimination of objectionable cooking odors	(23)

POINT VALUE (Division III) (208)		POINT VALUE (Each Sub-Topic)
	III. BUSINESS PRACTICES	
	A. An individual is appointed who is responsible for the business and accounting procedures for food services.	(29)
	B. There is a system for collecting, reporting and interpreting accounting data and related information.	(26)
	C. The budget for food services provides adequate funds for effective operation	(25)
	D. Adequate, current, and exact records are kept on equipment, supplies, food, employees, income, expenditures, and patronage	(27)
	E. Surplus funds are adequate to meet emergencies. . . .	(23)
	F. An adequate lunch is provided for a cost within the financial ability of the students..	(30)
	G. Surplus funds accumulated though the food services operation are used exclusively for improved equipment, services, food, or future reduced cost.	(24)
	H. Periodic auditing procedures are used to check food service business practices.	(24)
(218)	IV. HEALTH AND SANITATION	
	A. Cafeteria employees who handle food have current health certificates.	(36)
	B. All persons who handle food wear clean clothes and are personally clean at all times	(35)
	C. Persons suspected to have communicable diseases are excluded from the vicinity of food preparation and service.	(38)
	D. Cafeteria facilities are kept in a clean and sanitary condition	(32)
	E. Adequate and sanitary garbage disposal facilities are available and in use.	(26)
	F. Cafeteria windows and other openings are provided with insect-proof screens of protectors.	(23)
	G. An effort is made to exceed the minimum sanitation requirements set by the state and local health authorities	(28)

EVALUATION OF FOOD SERVICES

PLOT-A-GRAPH---Determine each respective division percentage by dividing the division's total number of points assigned by the evaluator by the total point value designated in the instrument. Plot this percentage at a point in line with the division title. Draw a connecting line between the points. The graph will be a visual representation of the relative standing of each division within the School Maintenance program.



Dr. Paul R. Hensarling

ORGANIZATION & ADMINISTRATION

Guidance Services

AN EVALUATIVE INSTRUMENT

INSTRUMENT FOR EVALUATION
OF
GUIDANCE SERVICES

NAME OF SCHOOL SYSTEM_____

ADDRESS_____

SCHOLASTIC ENROLLMENT_____ DATE OF EVALUATION_____

INTRODUCTION

That our school systems strive to preserve and to develop the human resources represented in each student is imperative, for our American democracy is based on a faith in the dignity and worth of the individual. There is a place in American life for every child, but quite often he needs help socially, educationally, and vocationally. Choices in these areas might be of such importance that they will carry a life-time influence. To assist the student in his development and choice, each school system should have a program of the guidance services extending to all grades. Policies should be approved by the local board of trustees and administered by professional personnel and subjected to continual evaluation.

DIRECTIONS

The total point value of an optimum program is 1,000 shared by the four major divisions. The figures in parentheses on each division and criterion represent the optimum as determined by a jury of highly qualified professionals from various states. Whatever point value you assign, let it be representative of your own experience and best judgement.

Study the sub-items of one division at a time and decide what point value you would give each sub-item. Record a point value to the right of each sub-item.

Complete the total for each division. Add the division totals to obtain the evaluation in point values. Divide by ten to obtain percentile rating of the program.

NAME OF EVALUATOR_____

POSITION_____

EMPLOYED BY_____

ADDRESS_____

TOTAL SCORE_____ PERCENTAGE_____

I. ORGANIZATION AND ADMINISTRATION

	POINT VALUE (Division I) (268)	POINT VALUE (Each Sub-Topic)
A.	The administration provides leadership and a cooperative atmosphere in which a guidance program can function.	(34)
B.	The administration has established definite policies and provides sufficient funds for these to be carried out.	(27)
C.	Cooperation exists between the members of the administration and between the administration and the community.	(20)
D.	Guidance services are provided on all levels of the school system and are an integral part of the program.	(25)
E.	Arrangements have been made for counselors to have adequate time to perform their services and for the students to visit them during the day.	(23)
F.	There is cooperation between the counselors and the teaching staff and each feels that they must work together in order to achieve the basic objectives of the program.	(24)
G.	Teachers aid the counselors by contributing to the cumulative records, referring students to the counselor, assisting students to gain additional educational and vocational information, and giving students group guidance.	(21)
H.	Inservice training programs are provided to help teachers gain skills in guidance techniques and the abilities to interpret and use tests results.	(18)
I.	The administration provides an orientation and guidance program for new teachers who enter the system.	(17)
J.	There is a continuous self-evaluation and improvement program for guidance services.	(18)
K.	The administration encouraged guidance personnel to engage in further professional study	(17)
L.	An appropriate counselor-student ratio is in force	(24)

II. GUIDANCE SERVICES

POINT VALUE (Division II) (444)

POINT VALUE (Each Sub-Topic)

A. Individual Inventory Service:

1. The school maintains records for each student which include standardized test results, course grades, anecdotes, teachers' comments, personality ratings, etc. . . . . (22)

2. A complete health and attendance record is kept for each student . . . . . (15)

3. The school uses selective tests which have a proven validity, and the scores are recorded in easily understood terms. . . . . (23)

4. The records are kept up-to-date, are compact, accurately recorded, useable, dated, orderly, and are properly filed. . . . . (22)

B. Counseling Services:

1. Counselors consider the students as individuals with unique personalities . . . . . (35)

2. Counselors use sound counseling techniques. . . (30)

3. Interviews are scheduled and conducted with a plan and purpose in mind. . . . . (19)

4. Arrangements are made for periodic interviews and there is evidence that some students return for further interviews. . . . . (18)

5. Students are encouraged by the counselors to express themselves freely during interviews, to become self-reliant, and to know themselves. . . (28)

6. Outside consultants or referral services are used when necessary. . . . . (17)

C. Informational Services:

1. Informational publications provide vocational, educational, and recreational information for the students. . . . . (25)

(Continued on Next Page)

POINT VALUE (Division II)

POINT VALUE (Each Sub-Topic)

2. A current list of job opportunities and job seekers is kept. . . . . (14)

3. Outside businesses, industries, and other agencies of employment are utilized in the guidance program. (15)

4. An annual career day or an equivalent event is held. . . . . (12)

5. The guidance program includes an orientation program for all entering students. . . . . (21)

D. Placement Services:

1. Guidance workers maintain contact with potential employers. . . . . (10)

2. Students are counseled concerning application and interview. . . . . (10)

3. Guidance workers discuss with students the actual duties, requirements, and opportunities of specific jobs the student may be applying for. . . . . (11)

4. Guidance workers assist in placing students in jobs and schools and keep follow-up records of their performance. . . . . (11)

5. Guidance workers perform educational placement services for college-bound students. . . . . (10)

E. Follow-up Services:

1. Follow-up studies of drop outs are made. . . . (22)

2. Follow-up studies of test scores are made to help the guidance worker determine which tests are most useful in assessing students' abilities and aptitudes. . . . . (19)

3. Follow-up studies are made to determine which vocational choices are most realistic. . . . . (14)

4. Follow-up studies of all counseling services provided for the students are made to determine their effectiveness and to give further help. . (21)

III. PHYSICAL FACILITIES

POINT VALUE (Division III) (126)

POINT VALUE (Each Sub-Topic)

A. A private office equipped with suitable furniture is provided. . . . . (35)

B. Clerical help is available if necessary. . . . . (38)

C. Conveniently located display space is provided for the guidance program . . . . . (20)

D. Guidance services are provided with adequate and properly balanced materials such as tests, films, and vocational displays. . . . . (33)

IV. SPECIAL CHARACTERISTICS

POINT VALUE (Division IV) (162)

POINT VALUE (Each Sub-Topic)

A. The school offers sufficient variety of clubs and sports activities to appeal to all students. . . . . (15)

B. The guidance program has reduced the number of drop-outs of the school. . . . . (22)

C. The school offers its facilities to outside cultural activities. . . . . (16)

D. As needs have been identified, new courses have been offered in the curriculum. . . . . (19)

E. The curriculum is broad enough to allow students to carry out decisions which they made during counseling. . . . . (23)

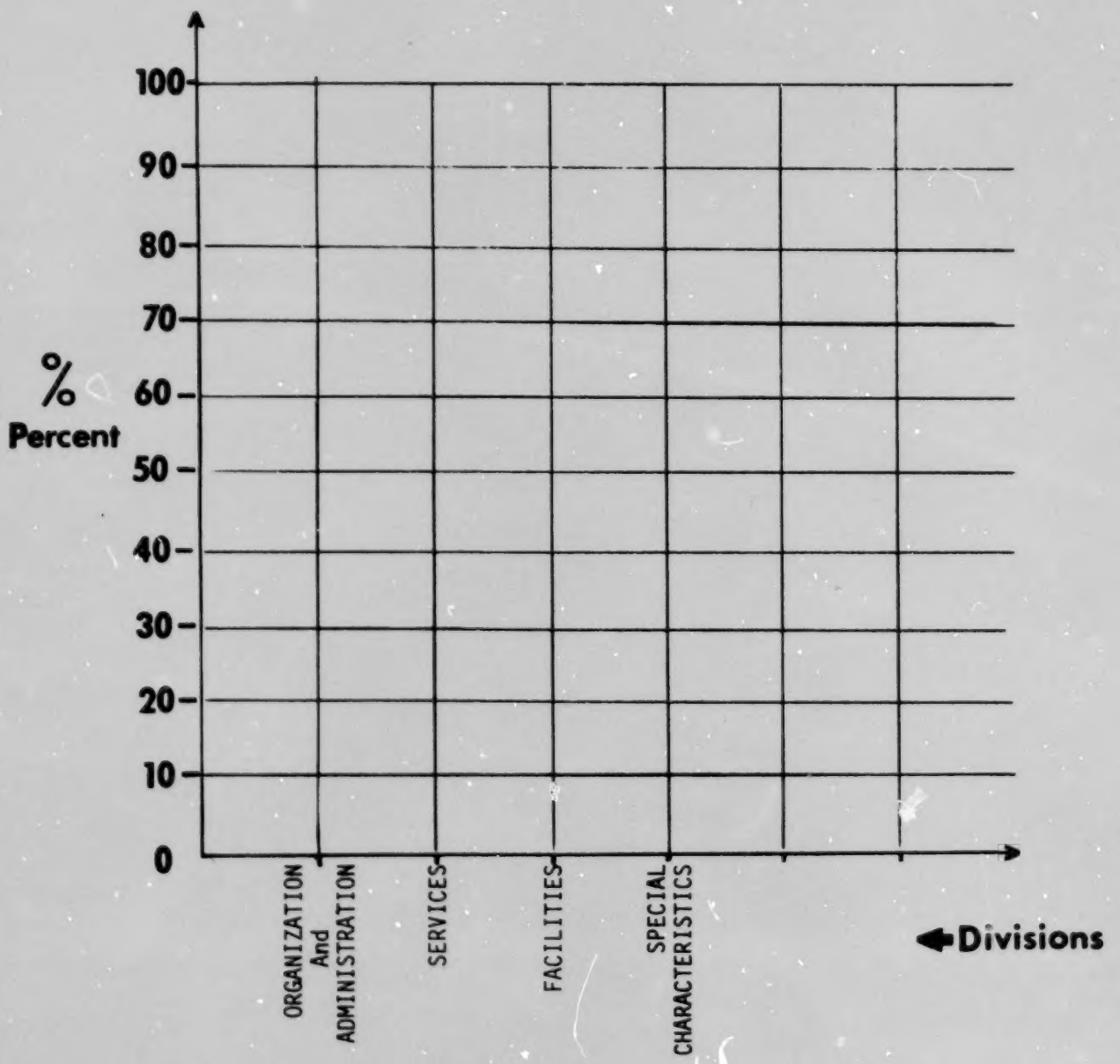
F. There is evidence that the counseling program has been effective in fields such as vocational and educational planning and personal adjustment. . . . (23)

G. There is evidence of professional growth on the part of the staff members. . . . . (20)

H. There is a demand for increased and improved services. (24)

Evaluation of School Guidance Services

PLOT-A-GRAPH---Determine each respective division percentage by dividing the division's total number of points assigned by the evaluator by the total point value designated in the instrument. Plot this percentage at a point in line with the division title. Draw a connecting line between the points. The graph will be a visual representation of the relative standing of each division.



V

ORGANIZATION & ADMINISTRATION

Dr. Paul R. Hensarling

Health Services

AN EVALUATIVE INSTRUMENT

INSTRUMENT FOR EVALUATION
OF
HEALTH SERVICES AND PROGRAMS

NAME OF SCHOOL SYSTEM _____

ADDRESS _____

SCHOLASTIC ENROLLMENT _____ DATE OF EVALUATION _____

INTRODUCTION

In the past, schools have developed health programs to combat communicable disease, and more recently, provided examinations to determine impairment in health. Today, health services and programs are integrated with educational goals.

The program in health provides for the educating of children and parents to reorganize, prevent, and solve personal and community health problems, the provision of services especially designed to provide assistance, care, and suggested referrals as related to success in education and the assurance of a healthful school environment.

With changing concepts of what constitutes a school health program, standards for evaluation of the program must be re-examined. In response to this change, this instrument has been developed.

DIRECTIONS

The total point value of an optimum program is 1,000 shared by four major divisions. The figures in parentheses on each division and criterion represent the optimum as determined by a jury of highly qualified professionals from various states. Whatever point value you assign, let it be representative of your own experience and best judgement.

Study the sub-items of one division at a time and decide what point value you would give each sub-item. Record a point value to the right of each sub-item.

Complete the total for each division. Add the division totals to obtain the evaluation in point values. Divide by ten to obtain percentile rating of the program.

NAME OF EVALUATOR _____

POSITION _____

EMPLOYED BY _____

ADDRESS _____

TOTAL SCORE _____ PERCENTAGE _____

I. ORGANIZATION AND ADMINISTRATION

POINT VALUE (Division I) (247)

POINT VALUE (Each Sub-Topic)

A. An approved written statement of the school district's philosophy of the nature and scope of its total health program, including objectives, has been made available . . . . . (34)

B. Responsibilities have been delegated to provide administration for health education, health services, and healthful school living. . . . . (29)

C. The number of health personnel is adequate to fulfill the objectives of the school health program. . . . . (27)

D. All personnel involved in the health program have their duties defined. . . . . (24)

E. Procedures have been outlined for carrying out the intent of the program in all areas of health education, health services, and healthful school environment. . . . . (27)

F. Efforts of all personnel in the school health program are coordinated. . . . . (29)

G. An advisory health council of school and community people is organized and functions effectively. . . . (24)

H. Administrative organization permits the health program to be continuously adapted to local needs and interests. . . . . (24)

I. The health program undergoes periodic evaluation and revision. . . . . (29)

II. HEALTH EDUCATION

		POINT VALUE (Each Sub-Topic)
	POINT VALUE (Division II) (255)	
A.	Health education is administered with a concern not only for direct instruction but for co-related and incidental instruction.	(30)
B.	A course of study has been developed and is used as a teacher's guide.	(30)
C.	The scope of the health units has been developed in sequence which meets the needs of the different maturational levels of students.	(30)
D.	Needless repetition of previous health instructional units is avoided.	(25)
E.	Audio-visual media are used to improve and enrich the various health units.	(25)
F.	The health textbooks are evaluated before selection by representatives of all who will use them. . . .	(25)
G.	Adequate reference materials and resources on health are available in the professional libraries, and there is evidence that the materials are in use. .	(30)
H.	Teaching methods are planned with the consideration of the interests, needs, and learning abilities of the student.	(30)
I.	Competent instructors and specialists are provided.	(30)

III. HEALTH SERVICES

POINT VALUE (Division III) (278)

POINT VALUE (Each Sub-Topic)

A. Procedures for each facet of the health services have been established with educational values. . . . (25)

B. Objectives and procedures of the health services are made available in printed form. . . . . (22)

C. Teachers are advised and encouraged to observe health related characteristics of their pupils and refer possible deviations to appropriate health personnel. . . . . (25)

D. Periodic screening tests and health examinations are conducted as prescribed in written health program guidelines. . . . . (22)

E. Plans have been made for follow-up to health examinations and screening tests with interpretations to pupils and parents. . . . . (24)

F. Cumulative health records on each pupil are kept as prescribed by guidelines. . . . . (22)

G. Emergency care for sudden illness or injuries is carried out as prescribed in written guidelines made available to all teachers. . . . . (23)

H. Procedures are established which aid in the prevention and control of disease. . . . . (21)

I. The program provides adequate health services for the children, and special provisions for the handicapped child. . . . . (23)

J. A concern for the health of school personnel is demonstrated through policies, procedures, and other established special requirements. . . . . (23)

K. Health education includes instruction and services related to mental health. . . . . (12)

L. Health education includes instruction and services related to sex education. . . . . (12)

M. Health education includes instruction and services related to venereal diseases. . . . . (12)

N. Health education includes instruction and services related to drugs. . . . . (12)

IV. HEALTHFUL SCHOOL ENVIRONMENT

POINT VALUE (Division IV) (220)

POINT VALUE (Each Sub-Topic)

A. Scheduling of classes, grouping practices and other policy decisions are made with consideration of how these affect the student's health. . . . . (44)

B. The cafeteria service provides a healthful school lunch program and follows all sanitary regulations. (33)

C. School buildings are free from distracting noises and odors, are equipped with adequate, clear lighting, free from glare, and have controlled temperature, moisture content, and movement of air. . . . . (35)

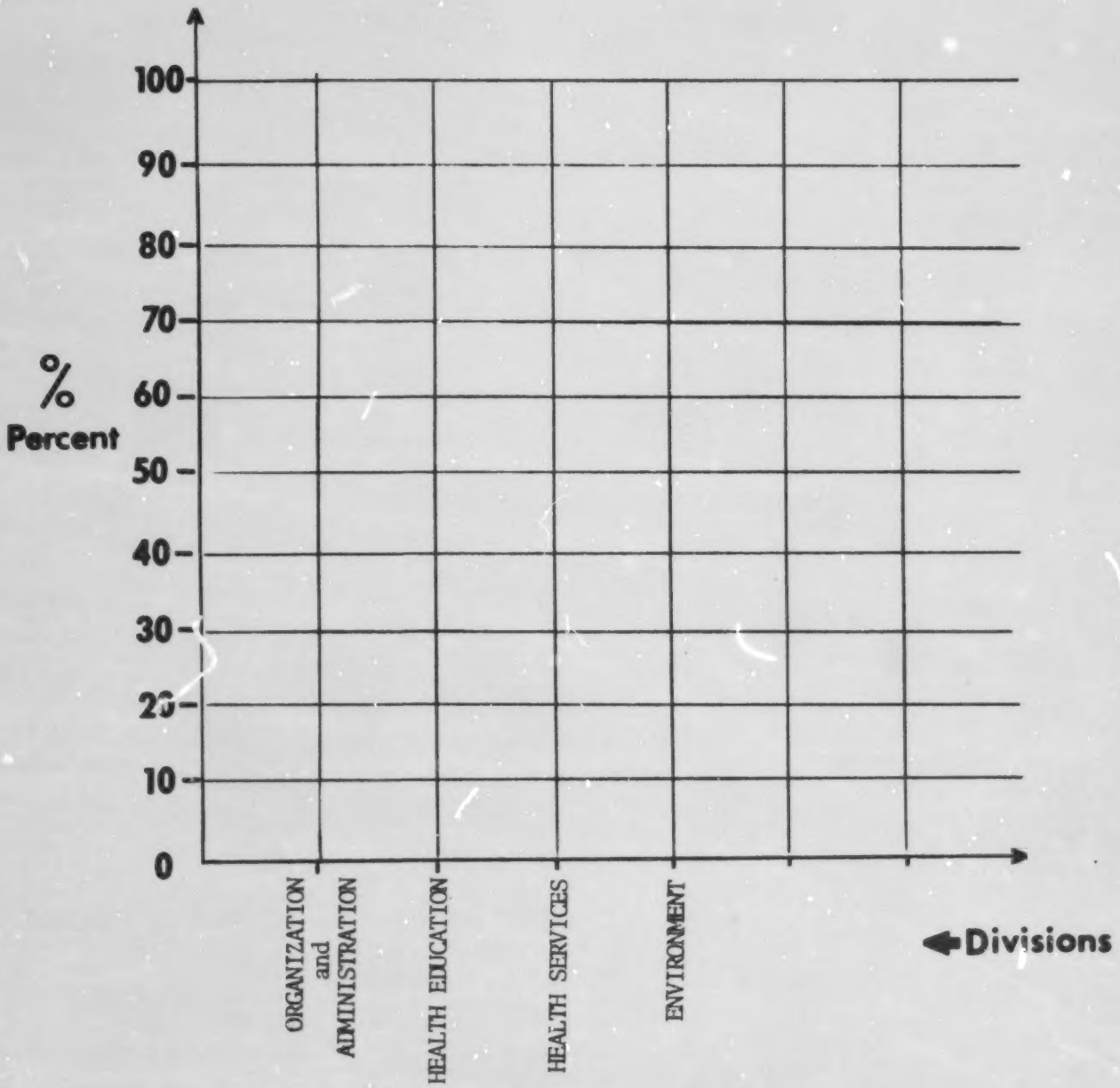
D. Students and teachers use approaches for the emotional climate which are conducive to effective learning. . . . . (37)

E. Students find a variety of challenging and enriching experiences in the school's total program. . . . . (36)

F. Drinking fountains and restroom equipment are adequate in number and location and these, as well as the entire school plant, are kept sanitary through regular care and maintenance. . . . . (35)

EVALUATION OF SCHOOL HEALTH PROGRAMS

PLOT-A-GRAPH---Determine each respective division percentage by dividing the division's total number of points assigned by the evaluator by the total point value designated in the instrument. Plot this percentage at a point in line with the division title. Draw a connecting line between the points. The graph will be a visual representation of the relative standing of each division.



Dr. Paul R. Hensarling

ORGANIZATION & ADMINISTRATION

Library Services

AN EVALUATIVE INSTRUMENT

INSTRUMENT FOR EVALUATION
OF
LIBRARY SERVICES

NAME OF SCHOOL SYSTEM _____

ADDRESS _____

SCHOLASTIC ENROLLMENT _____ DATE OF EVALUATION _____

INTRODUCTION

The contributions of libraries to our civilization are incalculable. More than any other instrument of society the library is custodian and disseminator of the world's knowledge. Libraries preserve and make available the results of previous human experience. They are the instruments which make possible the enrichment and extension of that experience.

The library, as the learning center of the school, contributes to the development of attitudes and understandings, to the ability to make value judgments involving critical thinking, and to the development of skills in research and problem solving. Each school system should develop and expand its library services for the purpose of enriching the school's curricula. Aims and objectives, influenced by the needs of the community, should be established and written into a policy guide and administered by capable personnel. Services should be extended to pupils, staff, and parents. Continuous evaluation is essential to the maintenance of high standards of library services.

DIRECTIONS

The total point value of an optimum program is 1,000 shared by the four major divisions. The figures in parentheses on each division and criterion represent the optimum as determined by a jury of highly qualified professionals from various states. Whatever point value you assign, let it be representative of your own experience and best judgment.

Study the sub-items of one division at a time and decide what point value you would give each sub-item. Record a point value to the right of each sub-item.

Complete the total for each division. Add the division totals to obtain the evaluation in point values. Divide by ten to obtain percentile rating of the program.

NAME OF EVALUATOR _____

POSITION _____

EMPLOYED BY _____

ADDRESS _____

TOTAL SCORE _____ PERCENTAGE _____

I. ORGANIZATION AND ADMINISTRATION

	POINT VALUE (Division I) (257)	POINT VALUE (Each Sub-item)
A.	The administration provides leadership in developing optimum library services.	(23)
B.	Sufficient funds are budgeted to meet the needs of the library services program	(28)
C.	A cooperative relationship exists between the librarians and teaching staff toward enrichment of the curriculum	(19)
D.	Administrators and teachers consider the library to be a study and research center.	(17)
E.	The library serves as a center for curriculum development	(17)
F.	The card catalog is an accurate and up to date index to the book collection.	(16)
G.	The library utilizes adequate index tools for the benefit of library users.	(15)
H.	Provisions are made for transporting materials to classrooms for teacher and student use.	(12)
I.	Ordering and processing of printed materials for the entire school is centralized in the library.	(12)
J.	The staff is united in motivating the students to use the library and its resources.	(18)
K.	In-service training programs are provided to help teachers to become acquainted with library services and how they can be utilized.	(14)
L.	The administration encourages further professional study on the part of all library staff members.. . . .	(11)
M.	Library services include leadership for club activities in many areas such as great books, great music, hobbies, etc.	(7)
N.	The study hall and the library are two separate facilities.	(15)
O.	The library provides for appropriate open stack arrangement.	(15)
P.	There is a continuous self-evaluation and improvement program for the library services.	(18)

II. LIBRARY MATERIALS

		POINT VALUE (Each Sub-item)
	POINT VALUE (Main Division) (295)	
A.	The library is considered by the students to be a materials center and service agency.	(28)
B.	The materials and services of the library are available and accessible to all students, teachers and parents.	(28)
C.	The materials collection is broad enough in scope to meet the specific needs and interests of the students and teachers.	(46)
D.	The materials collection is growing, keeping pace with the continuously developing interests of the users.	(25)
E.	An adequate collection of back issues of periodicals for curricular research and personal investigation is on file in the library.	(17)
F.	A professional library is provided for staff use. .	(16)
G.	Map areas, magazine stack areas, and files for pamphlets and other materials are provided and maintained for teacher and student use.	(16)
H.	An adequate number of well selected magazines and periodicals are subscribed to each year.	(20)
I.	An adequate number of filmstrips, slides, viewers, and projectors are provided for instructional purposes.	(19)
J.	A good collection of phonograph records is provided for use in the listening area.	(14)
K.	A good collection of motion picture films with projectors and video tapes is provided for curriculum enrichment.	(11)
L.	A good collection of tapes with tape players-recorders are provided for curriculum enrichment.	(15)
M.	Opaque and transparency projectors are available for classroom and library use.	(15)
N.	Students are given continuous encouragement and guidance so that they will read widely, reflect deeply, and think creatively.	(25)

III. LIBRARY PERSONNEL

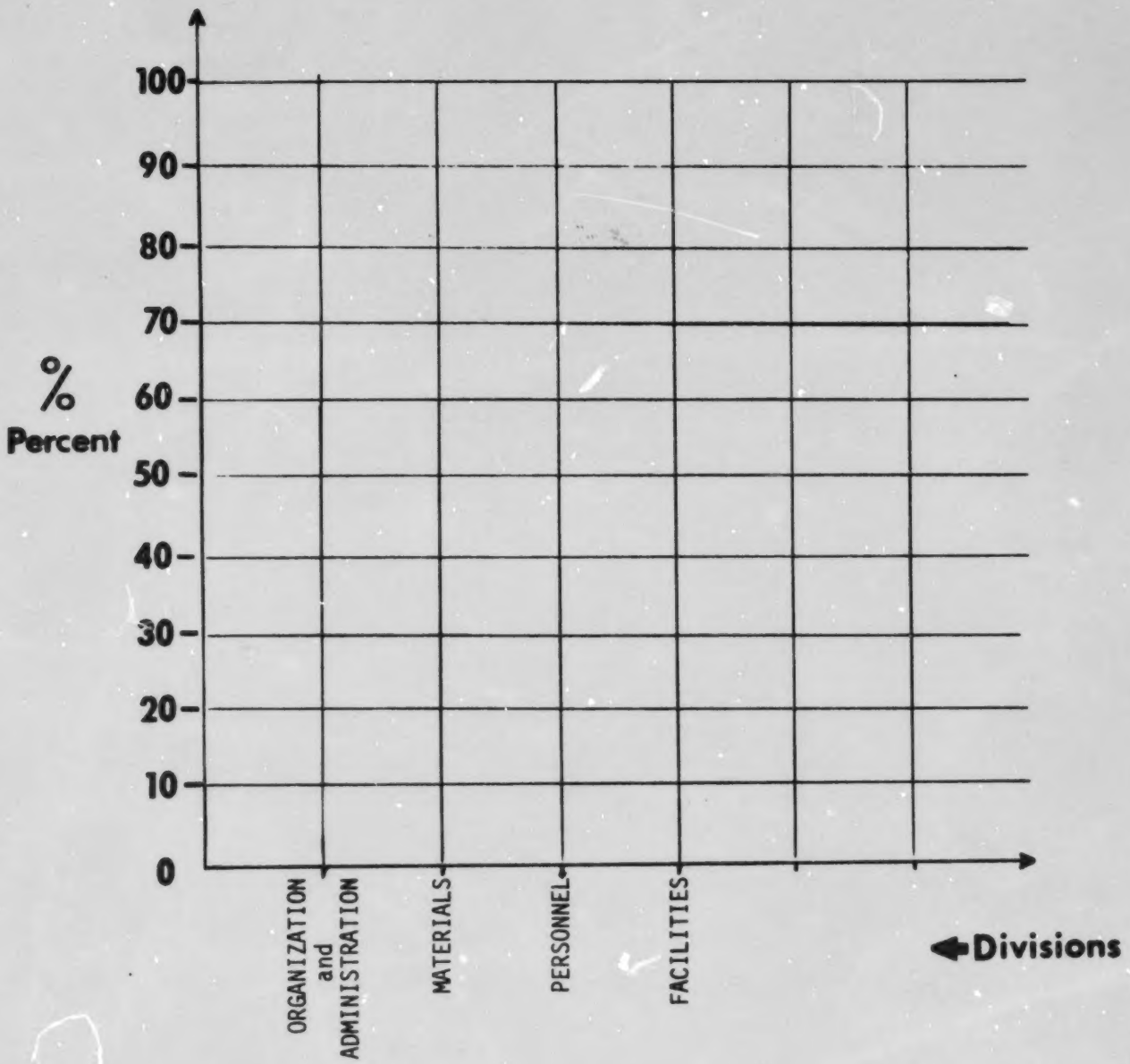
	POINT VALUE (Main Division) (257)	POINT VALUE (Each Sub-item)
A.	The librarian serves teachers as a consultant in teaching and learning.	(56)
B.	The librarian has adequate assistance in the routine of operating the facilities, freeing him for service to the staff and students.	(56)
C.	The library staff participates in curriculum planning as members of the school staff.	(47)
D.	When the occasion arises, the librarian goes to the classroom to assist the teacher in instructing students concerning the uses of the library services.	(44)
E.	Teachers are invited to help select books for the library.	(54)

IV. LIBRARY FACILITIES

	POINT VALUE (Main Division) (191)	POINT VALUE (Each Sub-item)
A.	The library is centrally located with respect to classrooms and near the center of interclass traffic. . .	(29)
B.	The library is comparatively free from outside noises during the day.	(22)
C.	The reading center accommodates approximately ten percent of the enrollment at one time.	(24)
D.	A well equipped conference room is provided for student and teacher use.	(19)
E.	A listening area equipped with audio-visual tapes, phonograph records, turntables, and tape recorders, and tapes are available for student use.	(20)
F.	A supply and work room is provided for storage, maintenance and repair.	(24)
G.	Adequate facilities for storing audio-visual equipment and for previewing are provided.	(20)
H.	Suitable facilities are available for instruction in library services and their utilization.	(19)
I.	Separate facilities are available to teachers and parents so that they may see printed and audio-visual materials to strengthen their ability to work effectively with boys and girls.	(14)

Evaluation of School Library Services

PLOT-A-GRAPH---Determine each respective division percentage by dividing the division's total number of points assigned by the evaluator by the total point value designated in the instrument. Plot this percentage at a point in line with the division title. Draw a connecting line between the points. The graph will be a visual representation of the relative standing of each division.



Dr. Paul R. Hensarling

ORGANIZATION & ADMINISTRATION

SCHOOL MAINTENANCE SERVICES

AN EVALUATIVE INSTRUMENT

INSTRUMENT FOR EVALUATION
OF
SCHOOL MAINTENANCE SERVICES

NAME OF SCHOOL _____

ADDRESS _____

SCHOLASTIC ENROLLMENT _____ DATE OF EVALUATION _____

INTRODUCTION

The environment in which the educational process operates affects the effectiveness of the learning program and the degree of accomplishment of established objectives. Efficient management and operation of school maintenance services are of primary importance in providing the proper environment. This evaluative instrument should be used as a means for analyzing and improving the maintenance services of any school.

DIRECTIONS

The total point value of an optimum program is 1,000 shared by the six major divisions. The figures in parentheses on each division represent the optimum score for each sub-topic. Whatever point value you assign, let it be representative of your own knowledge, experience, and best judgment.

Study the sub-items criteria of one division at a time and decide what point value you should give each sub-item. Record a point value to the right of each sub-item.

Compute the total for each division. Add the division totals to obtain the total evaluation in point values. Divide by ten to obtain percentile rating of the program.

NAME OF EVALUATOR _____

POSITION _____

EMPLOYED BY _____

ADDRESS _____

TOTAL SCORE _____ PERCENTAGE _____

I. ORGANIZATION AND ADMINISTRATION

POINT VALUE (Division I) (165)

POINT VALUE (Each Sub-Topic)

A. The importance of the role of the school maintenance services is understood and recognized by school officials. . . . . (25)

B. A congenial working relationship is established between the professional staff and members of the school maintenance staff. . . . . (19)

C. Schedules are furnished to teachers and maintenance personnel providing information on availability of areas to be maintained. . . . . (12)

D. Complaints and requests from teachers concerning custodial or maintenance services are directed to the principal. . . . . (15)

E. All school personnel are instilled with their responsibility to be alert to maintenance requirement (16)

F. Adequate funds are allocated in the budget to provide for planning, efficient, and effective school maintenance services. . . . . (28)

G. Economies in planned maintenance operations are employed in accord with stated objectives. . . . . (18)

H. Local public services (fire and police departments) are furnished with names and phone numbers of personnel to be contacted in emergencies. . . . . (10)

I. Regular inspections of buildings and grounds are made by the school principal and head custodian (maintenance supervisor) using a comprehensive checklist. . . . . (22)

II. MAINTENANCE PERSONNEL

POINT VALUE (Division II) (177)

POINT VALUE (Each Sub-Topic)

A. School maintenance personnel assigned to a building are directly responsible to the principal. . . . . (19)

B. The selection of the school maintenance staff is based on specific criteria and specific qualifications . . (26)

C. Job descriptions have been established and are consistent with duties assigned. . . . . (22)

D. The size of the maintenance staff meets the needs of the school. . . . . (25)

E. Adequate means are provided whereby members of the maintenance staff can develop proficiency. . . . . (18)

F. There is an aggressive in-service training program.. (16)

G. Members of the maintenance staff realize their direct impact on the effectiveness of the school and their influence on the teaching-learning objectives. . . . (22)

H. The principal has primary authority in selection of respective school custodial and maintenance personnel under his supervision. . . . . (12)

I. Administrators realize the importance of the custodians in the community and strive to keep them informed of new developments in the school. . . . . (17)

III. MAINTENANCE OPERATIONS

POINT VALUE (Division III) (189)

POINT VALUE (Each Sub-Topic)

A. The physical conditions of the school plant are maintained in such a manner as to enhance the overall educational process. . . . . (28)

B. Definite lines of communication and supervision are provided. . . . . (22)

C. Positive leadership of maintenance operations is provided by the administration through periodic inspections, personal contact, and appropriate attention. . . . . (21)

D. Policies concerning standards, operations procedures, and the staff are provided in written form . . . . . (16)

E. An organized and efficient means of processing and acting on work requests is established. . . . . (21)

F. Planning of school maintenance is accomplished through close cooperation between the administration and the maintenance staff. . . . . (19)

G. Accurate and pertinent records are kept of maintenance operations . . . . . (15)

H. Maintenance personnel use supplies and equipment in an economical and efficient manner. . . . . (15)

I. Members of the maintenance staff pay particular attention to conditions affecting health and safety. . . . . (18)

J. Adequate time is allowed for custodians to perform minor maintenance tasks. . . . . (14)

IV. BUILDING AND GROUNDS

POINT VALUE (Division IV) (163)

POINT VALUE (Each Sub-Topic)

A. The outside appearance of the school building is attractive, well-kept, and litter-free. . . . . (22)

B. The grounds are landscaped, free of holes, rocks, and other hazardous conditions. . . . . (20)

C. One person is charged with supervisory responsibility of maintaining the school building and grounds. . . . (17)

D. The maintenance department has adequate equipment and manpower for servicing all areas. . . . . (17)

E. A through inspection of school buildings and grounds is made at least once a year to determine major areas in need of repair. . . . . (13)

F. Major repairs are scheduled during vacation months when there will be minimum interference with the school program. . . . . (16)

G. The school system operates a central repair shop in which repairs to school equipment are made. . . . . (13)

H. Routine maintenance work is done by the school district's own personnel. . . . . (14)

I. Major repairs are contracted if the district's competence is lacking or it is more economical . . . . . (15)

J. All school personnel take an active interest in the maintenance program, reporting needed repairs to buildings and grounds to the person responsible. . . . . (16)

V. TOOLS AND SUPPLIES

POINT VALUE (Division V) (154)

POINT VALUE (Each Sub-Topic)

A. The maintenance and custodial staffs have the necessary equipment and supplies to meet usual maintenance situations. . . . . (23)

B. The person in charge of maintenance within the system checks with head custodians of the schools in the system to determine needs before making purchases. . (19)

C. A standardized list of tested maintenance materials is used in purchasing. . . . . (15)

D. One person is held accountable for all tools and supplies within the system . . . . . (14)

E. Care and safe handling of tools and supplies is stressed throughout the organization. . . . . (14)

F. School equipment is used only on school projects . . (13)

G. Adequate storage space is provided in each building. (17)

H. An efficient system of records and inventories is kept in each school. . . . . (14)

I. The head custodian of each school meets regularly with his supervisor to discuss the tools and supplies needed to meet maintenance needs. . . . . (13)

J. Each custodian is aware of his responsibility to keep adequate tools and supplies on hand to do his job well (12)

VI. TRANSPORTATION MAINTENANCE

POINT VALUE (Division VI) (152)

POINT VALUE (Each Sub-topic)

A. The major objective of the transportation maintenance program is to keep the school vehicles running safely. (27)

B. An effective "preventive maintenance" program is a significant part of the total program. . . . . (22)

C. Drivers are instructed in daily maintenance procedure. (19)

D. Manufacturer's service manuals are used for periodic servicing of vehicles. . . . . (15)

E. Accurate current and historical records are kept on the maintenance of each vehicle. . . . . (20)

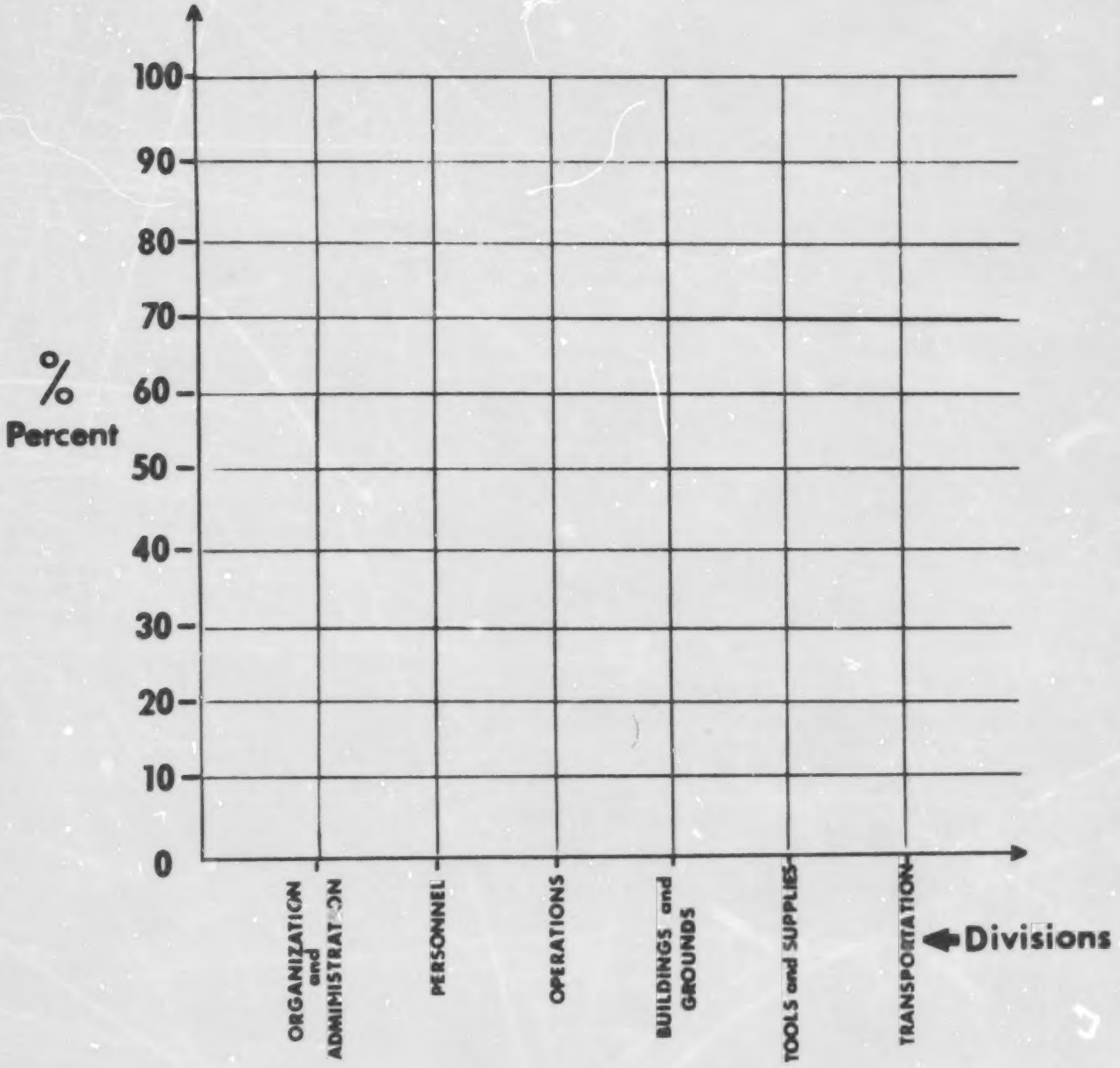
F. The school district owns or rents an adequately equipped garage. . . . . (19)

G. The garage is durable and suitable for appropriate purposes. Safety and fire prevention rules are strictly followed. . . . . (15)

H. The maintenance system manager selects the supervisor of the garage, preferably a person with experience and training in automobile mechanics. . . . . (15)

Evaluation of School Maintenance Services

PLOT-A-GRAPH---Determine each respective division percentage by dividing the division's total number of points assigned by the evaluator by the total point value designated in the instrument. Plot this percentage at a point in line with the division title. Draw a connecting line between the points. The graph will be a visual representation of the relative standing of each division within the School Maintenance program.



Dr. Paul R. Hensarling

ORGANIZATION & ADMINISTRATION

School Office Services

AN EVALUATIVE INSTRUMENT

INSTRUMENT FOR EVALUATION
OF
OFFICE SERVICES

NAME OF SCHOOL SYSTEM_____

ADDRESS_____

SCHOLASTIC ENROLLMENT_____ DATE OF EVALUATION_____

INTRODUCTION

The school office in the past was used for routine records and reports. During the second half of the nineteenth century, the school office function has expanded to provide services to teachers and students. The office has evolved into the school services center.

The school administrative office staff and the community are responsible to provide needed school office services for the attainment of educational goals.

Effective evaluative methods improve the quality of office services. In an attempt to determine the quality of school office services, this instrument has been developed.

DIRECTIONS

The total point value of an optimum program is 1,000 shared by the five major divisions. The figures in parentheses on each division and criterion represent the optimum as determined by a national jury of highly qualified professionals. Whatever point value you assign, let it be representative of your own knowledge, experience and best judgment.

Study the sub-items criteria of one division at a time and decide what point value you should give each sub-item. Record a point value to the right of each sub-item.

Complete the total for each division. Add the division totals to obtain the total evaluation in point values. Divide by ten to obtain percentile rating of the program.

NAME OF EVALUATOR_____

EMPLOYED BY_____

ADDRESS_____

TOTAL SCORE_____ PERCENTAGE_____

I. ORGANIZATION AND ADMINISTRATION

	POINT VALUE (Division I) (177)	POINT VALUE (Sub-Item)
A.	There is a written statement of the school district's philosophy of the scope of the school office services.	(14)
B.	The school district organization delegates the responsibility for implementation of school office services to the school administrator.	(16)
C.	The school office organization reflects the needs of the people where the services are performed.	(16)
D.	Planning is the key to the organization which responds to local needs.	(14)
E.	The administrator, clerical staff, students and other personnel participate in organizational planning of how the office should function.	(17)
F.	Policies concerning the organization and administration of school office services, including the job description, are written and readily available for reference by all employees.	(14)
G.	The school office services are considered a part of the total educational program.	(18)
H.	The functions of the school office services are understood by teachers, staff, students, and lay citizens.	(17)
I.	The efforts of all personnel in the school office are co-ordinated to provide needed services.	(16)
J.	Sufficient funds are budgeted to meet the needs of the school office services program.	(17)
K.	The school office services are efficiently managed and administered.	(18)

II. SERVICES TO STUDENTS

	POINT VALUE (Main Divisions) (296)	POINT VALUE (Sub-Item
A.	The students come willingly to the school office on routine business.	(29)
B.	The school office assists students with personal problems and encourages students to develop independence and maturity.	(31)
C.	The school office has a statement of policy concerning illnesses and observes it, allowing provision for medical care by referral.	(24)
D.	Service to students includes protection from unauthorized visitors to the school.	(27)
E.	The office contacts public welfare agencies and refers students to special agencies in order to meet their needs.	(27)
F.	The school office organization supports the instructional program.	(34)
G.	The school office provides guidance services (record keeping, testing, counseling, periodic progress reports, and information).	(33)
H.	Under controlled conditions, students are able to use the office equipment and supplies to prepare materials for class activities.	(21)
I.	The school office involves students in planning and evaluating office services.	(21)
J.	The school office provides service to the cafeteria, transportation, library, health service, athletics, and extra-curricular activities as they relate to students.	(27)
K.	The school office, through the administrator, regulates the number of extra-curricular activities in which a student may participate.	(22)

III. SERVICES TO STAFF

	POINT VALUE (Main Divisions) (276)	POINT VALUE (Each Item)
A.	The office provides adequate facilities for professional and auxiliary staffs to perform instructional, administrative, custodial, and other duties.	(34)
B.	Decision making and implementation are flexible involving factors that affect day-to-day health (emotional and physical) and comfort of personnel.	(31)
C.	Leadership is provided for innovative instruction and excellence in staff performance of duties.	(48)
D.	The office provides assistance to personnel in areas where problems develop.	(34)
E.	The office provides the staff with a schedule of report due dates, directions, and other needed information for efficient performance of duties.	(34)
F.	The office prevents unnecessary interruption of the learning process.	(27)
G.	Adequate supplies and equipment are made available to the staff for performance of duties.	(34)
H.	Teachers are relieved of clerical duties which can be done by other personnel.	(34)

IV. OFFICE PERSONNEL

	POINT VALUE (Main Division) (135)	POINT VALUE (Sub-Item)
A.	The school office is operated by competent personnel who provide the needed school and community services.	(14)
B.	The school office personnel provide efficient service and their work reflects quality in pupil accounting, property accounting, personnel, accounting, reporting on instruction, and reports to the administrator.	(15)
C.	The school office staff handles the delegated responsibilities and routine clerical duties efficiently.	(14)
D.	The school office employes the best personnel available and retains them by adequately providing for their welfare.	(15)
E.	The school office personnel view their role as being important to the educational process.	(14)
F.	The office personnel are encouraged to develop proper appreciation of the key positions they hold in the public relations program of the school through their many contacts with teachers, students, parents, and the general public.	(14)
G.	The school office in-service training program provides the needed skills, knowledge, and understanding for its staff.	(13)
H.	Continuous group and staff evaluation are conducted.	(11)
I.	The administration gives quality management and supervision to the conditions of office personnel problems.	(13)
J.	The school office has sufficient personnel to operate smoothly during peak work periods.	(12)

V. OFFICE FACILITIES

POINT VALUE (Main Division) (116)

POINT VALUE (Sub-Item)

A. The school office is accessible to teachers, students, parents, and lay citizens. (13)

B. There is adequate space for administrative offices, secretarial needs, clinic, counseling, reception area, storage, standard office furniture and equipment for desired office services. The school office facility is functional and is a place in which the staff can provide the needed services. (25)

C. Sufficient intercommunication equipment is provided and used appropriately. (10)

D. Lounges are provided for the staff (professional and auxiliary) and arranged for comfort and relaxation. (10)

E. Adequately equipped staff work-rooms are provided. (12)

F. The facilities are generally in good repair and safe from hazards. (11)

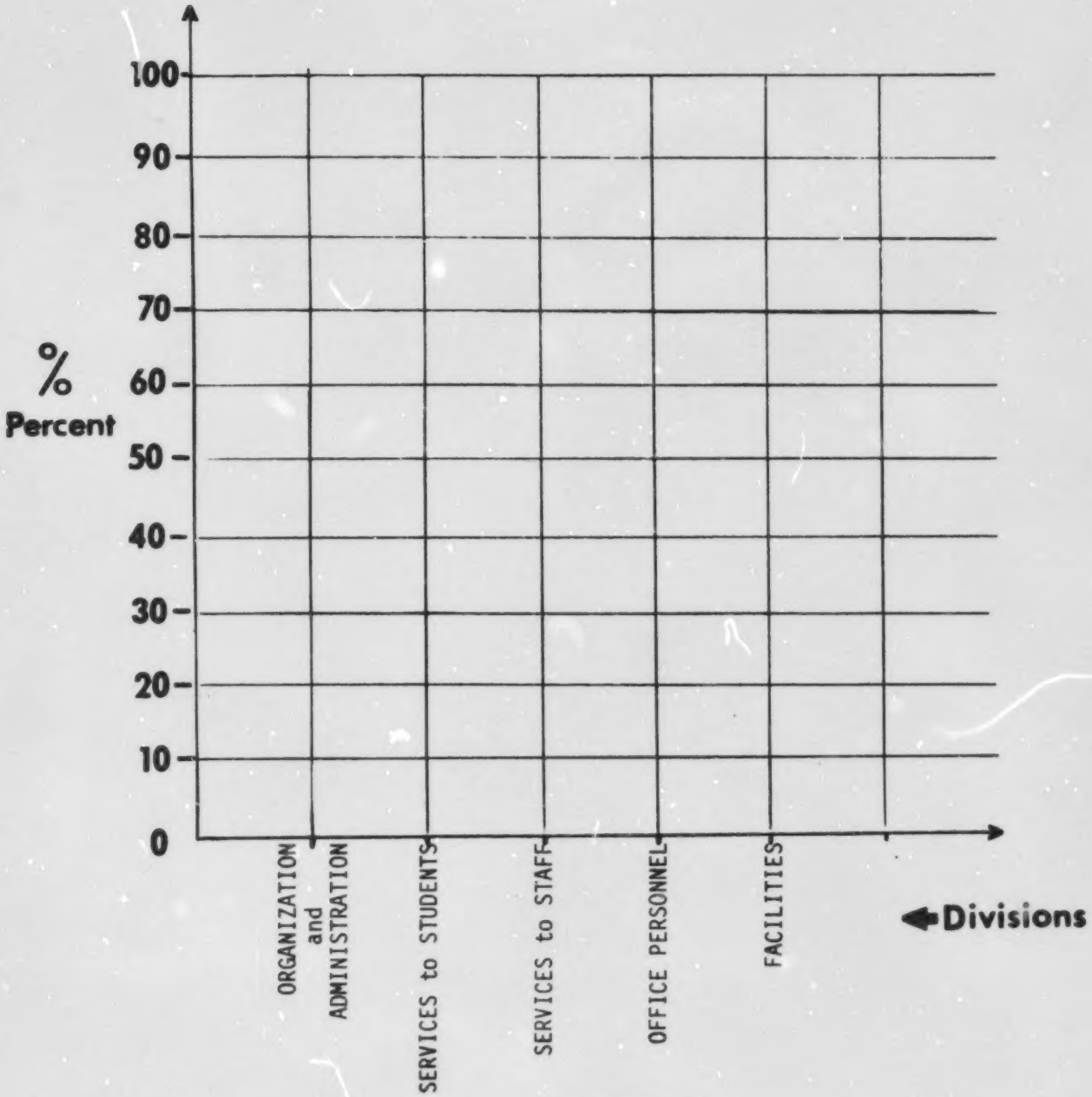
G. The school office has a sufficient number of telephone lines to accommodate staff, students, and teacher needs. (11)

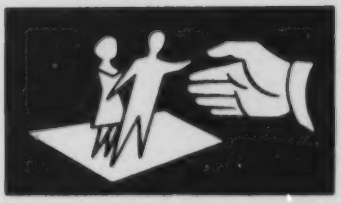
H. The appearance of the office projects a good image for public relations. (12)

I. Consideration of the goals of the organization and goals of the personnel contribute to high staff morale in the school office. (12)

Evaluation of School Office Services

PLOT-A-GRAPH---Determine each respective division percentage by dividing the division's total number of points assigned by the evaluator by the total point value designated in the instrument. Plot this percentage at a point in line with the division title. Draw a connecting line between the points. The graph will be a visual representation of the relative standing of each division.





School Personnel Services

AN EVALUATIVE INSTRUMENT

INSTRUMENT FOR EVALUATION
OF
PERSONNEL SERVICES

NAME OF SCHOOL SYSTEM _____

ADDRESS _____

SCHOLASTIC ENROLLMENT _____ DATE OF EVALUATION _____

INTRODUCTION

Profiles of the Administrative Team, a recent publication by the American Association of School Administrators, emphasizes the importance of School Personnel Services.

This important area of administration should be cooperative, and should coordinate and utilize the team approach at all levels -- central office administrators, principals and teachers. The ultimate objective is the support of good teaching-learning in the classroom.

Contemporary administrative organization is expected to be systematized and sophisticated -- a necessity in larger school systems; a desirable characteristic in the smallest.

How can we measure effectivensss? An evaluative instrument has been devised which contains criteria gleaned from a multitude of sources. The directions for its use are below.

DIRECTIONS

The total point value of an optimum program is 1,000 shared by the five major divisions. The figures to the right of each major division and individual criteria statements represent the optimum as determined by a national jury of highly qualified professionals. Whatever point value you assign, let it be representative of your own knowledge, experience and best judgement.

Study the individual criteria in each division and decide what point value you should give. Record a point value to the right of each item.

Complete the total for each division. Add the division totals to obtain the total evaluation in point values. Divide by ten to obtain percentile rating of the total program.

NAME OF EVALUATOR _____

POSITION _____

ADDRESS _____

TOTAL SCORE _____ PERCENTAGE _____

I. GENERAL CRITERIA

	POINT VALUE (Division I) (175)	POINT VALUE (Each Sub-Item)
A.	The personnel policies are reflective of the school system's philosophy and objectives.	(35)
B.	Elected representatives of the professional and non-professional staff participate in the formulation and implementation of personnel policies.	(21)
C.	The personnel policies have been officially adopted by the board of education.	(24)
D.	Procedures for sequential revision are established. .	(16)
E.	Procedures are established for prompt consideration of adjustment of policies.	(15)
F.	Written, updated policies are distributed yearly to all personnel.	(18)
G.	Listings and explanations of services available to personnel are included in the written policies. . .	(12)
H.	There are designated administrative personnel assigned for handling each service or a combination of services.	(18)
I.	There is a distinction between board policies and operational procedures.	(16)

II. POLICIES OF ORGANIZATION

POINT VALUE (Division II) (235) _____

POINT VALUE (Each Sub-Item)

A. Channels of communication between staff and administration are kept open to all personnel. . . . . (35) _____

B. Complete personnel records are maintained for each individual. . . . . (32) _____

C. Job descriptions for each job classification are written and distributed. . . . . (20) _____

D. Qualifications and certification requirements for each job classification are written and adhered to. . . . (28) _____

E. Definite policies are in effect in regard to resignation, retirement, and leaves of absence. . . . . (27) _____

F. Definite policies are in effect in regard to fringe benefits available (health and life insruance, tax-shelered annuities, liability insurance, etc.). . . . (20) _____

G. Policies concerning membership and participation in professional and civic associations are established. . (10) _____

H. Definite procedures have been formulated for use in professional "due process" proceedings: . . . . . (26) _____
   a. Informal discussions.
   b. Written statements describing reasons for termination.
   c. Provision for a hearing.
   d. Defense assistance is offered.
   e. Formal presentation of charges and/or defense.
   f. Mutual acceptance of conditions of the hearing.

I. Definite procedures have been formulated for use in personnel grievance proceedings: . . . . . (22) _____
   a. The philosophy of grievance procedures has been written.
   b. The purposes, population served, and relationship between personnel and administration have been defined.
   c. Policies, practices, and procedures are developed and made known to the staff and administration.
   d. Supervisors and administrators are trained in methods of handling early stages of grievances.
   e. Provisions have been made for the use of arbitration in grievance proceedings.

J. Policies of professional negotiation or consultation have been adopted by the board of education. . . . . (15) _____
   a. A committee has been appointed which includes representatives of administration and of the authorized professional association.

b. The committee has developed procedures.
c. The procedures have been ratified by the board of education and the professional association.
d. The committee participates regularly in the decision-making processes which affect procedures.

III. POLICIES OF EMPLOYMENT

POINT VALUE (Division III) (185)

POINT VALUE (Each Sub-Item)

A. There is an established procedure for employment in each job classification. . . . . (35)
   a. Application forms are required of all applicants.
   b. Requirements for transcripts, credentials, and tests are included in the written policy.
   c. Interviews are required of all applicants.
   d. There is a procedure for acceptance and notification of acceptance.

B. Salary schedules and the qualifications for each step of the schedule are available. . . . . (27)

C. A contract specifying salary and assignment is issued to each professional employee. . . . . (25)

D. Guidelines are established for the assignment of a teacher, having been cooperatively derived from conferences with principals. . . . . (24)

E. The grading system or systems approved by the administration are provided to teachers, students, and parents. . . . . (20)

F. Instructional materials and supplies available are cataloged and made available to teachers and aides. . (19)

G. The buildings and grounds are maintained in a manner to make maximum teaching efficiency possible. . . . . (18)

H. Guidelines for extra-curricular activities, including trips, contests entered, degree of student participation, and maximum professional participation are established. (17)

IV. POLICIES OF STAFF DEVELOPMENT

POINT VALUE (Division IV) (235) ___ ___ ___

POINT VALUE (Each Sub-Item)

A. A planned program for staff development and utilization has been implemented and is continually evaluated and revised. . . . . (34) ____

B. There is a well planned and executed orientation program for all new teachers to the district. . . . . (27) ____

C. In-service programs are used for continual improvement of the instructional program. . . . . (29) ____

D. Provisions are made to provide opportunity to teachers desiring to continue their formal education. . . . . (18) ____

E. Curriculum guides, lesson plans, and course outlines are available to old and new teachers. . . . . (22) ____

F. Definite procedures to follow on controversial subjects are established. . . . . (17) ____

G. Procedures are established for writing, editing, and distributing communications with the news media. . . (17) ____

H. Procedures for promotions, transfers and evaluations are written and distributed. . . . . (25) ____

I. Teachers are involved in the planning of the evaluation program and procedures. . . . . (22) ____

J. Teachers are furnished a written copy of their evaluation and are given an opportunity to react to it, including the right of appeal. . . . . (24) ____

V. FUNCTIONS OF THE PERSONNEL ADMINISTRATOR

POINT VALUE (Division V) (170)

POINT VALUE (Each Sub-Item)

A. The personnel administrator takes a personal interest in working conditions and administrative practices throughout the system and provides services for improvement. . . . . (22)

B. The personnel administrator is aware of the necessity for effective communication and plans his activities accordingly. . . . . (18)

C. The personnel administrator works cooperatively with teacher organizations. . . . . (11)

D. Developing personnel policies and procedures is a prime responsibility of the personnel administrator. (18)

E. The personnel administrator is responsible for fulfilling the terms of contracts and agreements. . . . (13)

F. The establishment of salary schedules and the rationale behind the schedules are duties of the personnel administrator. . . . . (14)

G. The personnel administrator serves as a resource person in working with the community, teacher organizations, and other administrators. . . . . (9)

H. The educational planning and decision making process is a particularly important function of the personnel administrator. . . . . (9)

I. Compilation of personnel needs and the necessary data concerning the needs are functions of the personnel administrator. . . . . (20)

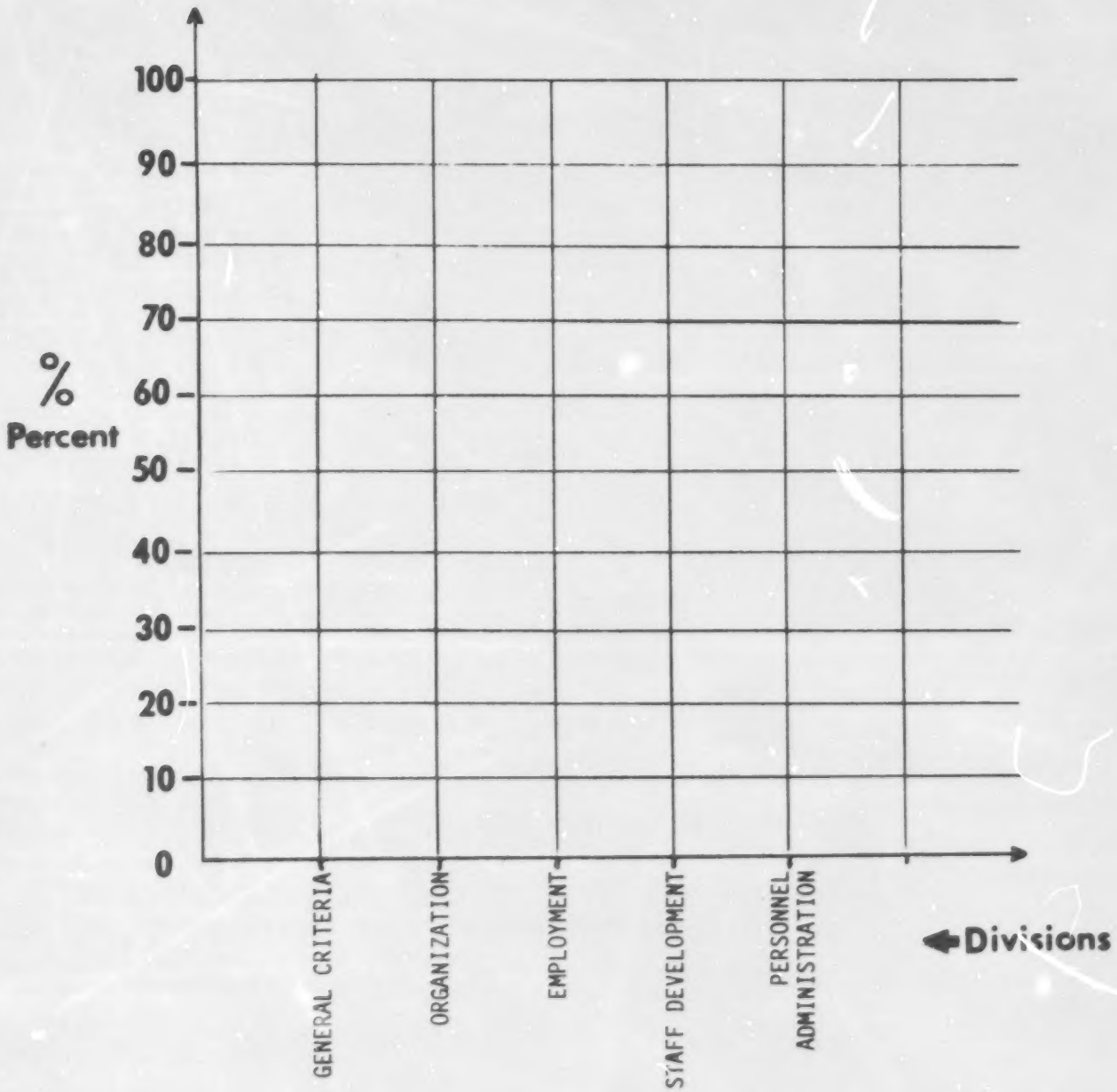
J. Substitute teacher policies and recruitment are a function of the personnel office. . . . . (12)

K. The personnel administrator is involved with the organization and administration of evaluative processes. . . . . (15)

L. The personnel administrator is a liaison between staff and administration. . . . . (9)

Evaluation of School Personnel Services

PLOT-A-GRAPH---Determine each respective division percentage by dividing the division's total number of points assigned by the evaluator by the total point value designated in the instrument. Plot this percentage at a point in line with the division title. Draw a connecting line between the points. The graph will be a visual representation of the relative standing of each division.



X

ORGANIZATION & ADMINISTRATION

Dr. Paul R. Hensarling

Safety Services

AN EVALUATIVE INSTRUMENT

INSTRUMENT FOR EVALUATION
OF
SAFETY SERVICES

NAME OF SCHOOL SYSTEM _____

ADDRESS _____

SCHOLASTIC ENROLLMENT _____ DATE OF EVALUATION _____

INTRODUCTION

One of the attributes of the American way of life is to preserve human life, the protection from bodily injury and reduction of economic loss. Yet, the increase in physical complexities and the increase in enrollment places the student in a hazardous situation that is detrimental to his safety. The yearly increase in the number of school accidents is causing great concern and the School Safety Services should gain a proper hierarchy in the school's program. A liability law exists for school systems in some states. Individuals in all cases may be sued for negligence. Like other segments of society the schools are sharing in a trend to sue for damages.

This instrument is designed to assist school administrators to objectively evaluate their programs of safety.

DIRECTIONS

The total point value of an optimum program is 1,000 shared by the four major divisions. The figures in parentheses on each division and criterion represent the optimum as determined by a national jury of highly qualified professionals. Whatever point value you assign, let it be representative of your knowledge, experience, and best judgement.

Study the sub-items of one division at a time and decide what point value you should give each sub-item. Record a point value to the right of each sub-item.

Complete the total for each division. Add the division totals to obtain the the total evaluation in point values. Divide by ten to obtain percentile rating of the program of safety.

NAME OF EVALUATOR _____

POSITION _____

EMPLOYED BY _____

ADDRESS _____

TOTAL SCORE _____ PERCENTAGE _____

Note: An instrument applicable to Industrial Arts laboratories follows this general instrument.

I. ORGANIZATION AND ADMINISTRATION

POINT VALUE (Division I) (405)

POINT VALUE (Each Sub-Topic)

A. A written statement of the school district's philosophy of the nature and scope of the total safety program has been made available.

Examples:

1. Included in student handbook.
2. Included in employee handbook. . . . . (35)

B. Personnel have been delegated the responsibility to administer, supervise, and evaluate the effectiveness of the school safety program.

Examples:

1. One person is responsible system-wide.
2. Each campus, or department, has a designated "safety officer". . . . . (40)

C. There is distinct school-wide accident reporting system with a standard accident report form. . . . (10)

D. Accident reports are continuously studied and analyzed for possible deficiencies and areas of improvement in the safety program. . . . . (30)

E. The school participates in cooperative community plans for safety education including local, state, and federal efforts.

Examples:

1. Fire prevention contests.
2. Bycycle safety program.
3. Pupil transportation safety programs.
4. National Safety Council School Safety Honor Roll. (30)

F. All efforts of individuals within the school are coordinated in developing a safety conscious atmosphere.

Examples:

1. Safety hazards are reported promptly.
2. Coordination of safety activities is assisted by appropriate functional committees. . . . . (35)

Continued on Next Page. .

	POINT VALUE (Division I)	POINT VALUE (Each Sub-Item)
G.	School administrators keep up to date with new safety development and innovations for the school safety program. Examples: 1. Attend safety conferences and workshops. 2. Visit other schools and read pertinent publications.	(30)
H.	Recognition and reward are given for improving the safety program. Examples: 1. A system of suggestions is provided. 2. Students are included in safety planning and evaluation.	(48)
I.	The safety supervisor's office prepares, gathers, and provides pertinent safety educational information for all phases of the school district's safety program. Examples: 1. Conducting workshops or in-service programs for all personnel. 2. Utilizing outside speakers and consultants for classroom and assembly programs.	(40)
J.	The community and school are safety conscious and the administration strives to coordinate their efforts. Examples: 1. Cooperation is shown with city safety officials, i.e., fire marshall, civil defense director, local safety councils, etc. 2. Building codes are carefully followed.	(42)
K.	The safety program is flexible enough to meet the community needs, and under-goes periodic re-evaluation.	(30)
L.	All personnel have duties clearly defined in the area of safety.	(35)

II. SAFETY EDUCATION

POINT VALUE (Division II) (234)		POINT VALUE (Each Sub-Topic)
A.	Safety education is administered as direct instruction.	(31)
B.	Safety education is correlated with all other safety offering.	(25)
C.	A safety guide has been developed and is available to all personnel.	(28)
D.	Adequate publicity and recognition of the safety program is provided in the community.	(18)
E.	All employees are aware of their teaching role, by examples, in the leadership of safety education. . .	(13)
F.	Posters and other attractive visual aids are utilized as constant safety reminders and teaching devices. .	(19)
G.	Special emphasis is given to high hazard areas such as shops, laboratories, and vehicular traffic areas.	(28)
H.	Outside consultants, films, and demonstrations are utilized in a cooperative manner.	(20)
I.	Regular safety drills, such as fire drills and disaster drills, are conducted, explained and properly evaluated. Examples: 1. Fire drill alarm signals and exit plans are posted in each classroom. 2. Students are adequately instructed in safety drills and are familiar with exit routes. 3. Drills are scheduled periodically and are practiced from the obstructed and unobstructed standpoint.	(24)
J.	Emergency procedures are utilized in teaching safety.	(18)

III. EMPLOYEE SAFETY

		POINT VALUE (Division III) (180) / POINT VALUE (Each Sub-Topic)
A.	Physical examinations are required relative to job assignments.	(20)
B.	All employees receive safety orientation immediately following employment.	(25)
C.	Regular safety meetings are conducted in each department.	(20)
D.	The employee is fully informed concerning his individual responsibility concerning negligence. .	(18)
E.	Proper safety equipment is provided for each particular job assignment.	(24)
F.	The peculiar nature of safety in public educational facilities is fully understood by all employees. .	(18)
G.	Safety as an ever present responsibility is stressed.	(25)
H.	Good judgment is recognized as a safety device. . .	(15)
I.	Incentive programs are established and aimed at motivating good performance.	(15)

IV. SAFE SCHOOL ENVIRONMENT

POINT VALUE (Division IV) (181)

POINT VALUE (Each Sub-Topic)

A. Construction, utilization, and operation of school facilities are determined with safety as a prime feature.

Examples:

1. Fire resistant materials are used where possible.
2. Walk ways are slip resistant, and are free from obstacles.
3. Points of congestion are eliminated.
4. A safe shelter area is provided in school facilities.
5. All doorways open outward.
6. Stair wells are enclosed.
7. Safety is considered in procuring school sites.
8. Adequate fire fighting equipment is available in each building.
9. An effective alarm system is located in each building. . . . . (50)

B. The safety record of personnel is considered for employment. . . . . (36)

C. Safety is recognized a a national effort for the good of the nation, as a whole.

Examples:

1. Loss-time records are maintained for employees and students.
2. Safety is taught as a "carryover" skill. . . . (41)

D. Semi-annual inspections are performed by independent safety professionals. . . . . (39)

E. Results of inspection are analyzed and inadequacies are immediately corrected. . . . . (15)

INSTRUMENT FOR EVALUATION OF SAFETY PRACTICES

IN

INDUSTRIAL EDUCATION LABORATORIES

NAME OF SCHOOL SYSTEM_____

ADDRESS_____

SCHOLASTIC ENROLLMENT_____ DATE OF EVALUATION_____

I N T R O D U C T I O N

A safe environment is an essential part of the school program of safety education. The industrial education program provides opportunities for students to become acquainted with the industrial processes as well as opportunities for the student to learn to live in an environment representative of the technical society of today. The Industrial Education facilities should reflect an attitude of safety consciousness of the teacher and administrator responsible for the education of the students.

D I R E C T I O N S

The total point value of an optimum program is 1,000. Four major divisions share in the 1,000 points. The figures in the parentheses to the right of each statement of the descriptive criteria represent the optimum. Whatever point value you assign, let it reflect your own experience and best judgement when compared to the optimum.

Study the sub-items of each division one at a time to decide the point value to be assigned to each sub-item. Record a point value to the right side of each sub-item.

Add the totals of the four divisions and record the score below. Divide by ten to obtain the percentage of the optimum score.

NAME OF EVALUATOR_____

POSITION_____

EMPLOYED BY_____

ADDRESS_____

TOTAL SCORE_____ PERCENTAGE_____

I. ORGANIZATION AND ADMINISTRATION

POINT VALUE (Division I) (288)

POINT VALUE

A. The primary responsibility for the administration and organization of the industrial education safety program is vested in the same educational authorities who are responsible for all other phases of the educational program. . . . . (20)

B. The organizational chart of the school system includes the industrial education program showing its relationship with various personnel. . . . . (20)

C. Policies concerning the organization and administration of the industrial education safety program are written and are readily available for reference by all personnel. . . . . (25)

D. An advisory committee composed of citizens of the community as well as representatives from industry are invited to evaluate the safety program in the industrial education facilities and to make suggestions to improve safety practices. . . . . (20)

E. As a minimum, a safety inspection is made at the beginning of every school semester. . . . . (20)

G. There is effective supervision at all levels of the industrial education program. . . . . (20)

H. Inspections are planned well in advance to permit systematic and thorough evaluation. . . . . (20)

I. Follow-up procedures are exercised to determine that all unsafe conditions have been corrected. . . . . (21)

J. Accident reports are clear, concise, with sufficient information to allow evaluation of unsafe conditions and recommendations for improvements. . . . . (20)

K. Emergency evacuation procedures have been formulated specifically for the industrial education laboratories (21)

L. In-service education is provided which includes an orientation to the policies of the school safety program. . . . . (20)

M. All accidents are reported to proper authority by instructor. . . . . (21)

Continued on Next Page..

POINT VALUE (Division I) | POINT VALUE (Each Sub-Topic)

N. First aid is administered only by the school nurse or another authorized person. . . . . (20)

O. An emergency information card is available giving the address, telephone number, and address of the place of employment of both parents, and the name and location of the family physician. . . . . (20)

II. PERSONAL SAFETY

POINT VALUE (Division II) (143) | POINT VALUE (Each Sub-Topic)

A. Goggles are worn at all times in the laboratory where eye hazards exist. . . . . (22)

B. Respirators are provided for dusty or toxic atmospheric conditions. . . . . (20)

C. Proper kinds of safe wearing apparel are worn properly for the job being done, such as protective devices for hair and feet. . . . . (20)

D. A well stocked first aid cabinet is available in the laboratory. . . . . (18)

E. General laboratory safety is taught at the beginning of the semester. . . . . (21)

F. Safe operation of specific pieces of equipment is taught. . . . . (22)

G. A test designed to measure a student's knowledge of safe working practices in the shop is administered to each student. . . . . (20)

III. FACILITIES

POINT VALUE (Division III) (304)

POINT VALUE (Each Sub-Topic)

A. Machines, work benches, tool panels are arranged to provide a safe working area. . . . . (22)

B. Traffic surfaces and location of stairways, aisles and floors contribute to the safe movement of traffic within the laboratory. . . . . (19)

C. Illimunation meets specifications and requirements of American Standards Association. . . . . (20)

D. The proper uses of color and lighting and its effect on learning have been considered in the finishes of the walls, windows and ceilings. . . . . (19)

E. Electrical lines and power supplies, volatile materials, storage areas and areas dangerous to traffic are properly identified through application of the safety color coding recommended by the American Standards Association. . . . . (20)

F. Fire extinguishers are of proper type for this particular laboratory. . . . . (19)

G. Fire extinguishers are adequately supplied, properly located and inspected regularly. . . . . (22)

H. Teachers know the proper procedures to be followed in the event of fire, including notification of fire department and evacuation of buildings. . . . . (21)

I. The number of exits are adequate and properly identified. . . . . (22)

J. Ventilation is adequate for normal laboratory uses. . (21)

K. Additional ventilation is available in painting areas, areas of extreme heat and areas where caustic, explosive or poisonous gases occur as a result of the work in progress. . . . . (21)

L. The laboratory is cleaned and swept at the close of each period. . . . . (20)

M. The tool and supplies storage areas are designed to allow for safe removal and return of items. . . . . (20)

N. Student lockers and storage areas are inspected regularly for cleanliness and prevention of fire hazards. . . . (19)

O. Non-skid floor surfaces are provided in the working area of each machine. . . . . (19)

IV. EQUIPMENT

POINT VALUE (Division IV) (265)

POINT VALUE (Each Sub-Topic)

A. All gears, belts and chains are protected by permanent enclosure guards. . . . . (19)

B. All guards are in good working order. . . . . (21)

C. All guards are used. . . . . (20)

D. All switches are easily accessable to the operator. . (21)

E. All large high speed equipment is equipped with an automatic brake. . . . . (19)

F. All machines are in safe working condition. . . . . (22)

G. All machines can be "locked off" when the instructor is out of the room. . . . . (20)

H. All electrical outlets are grounded. . . . . (22)

I. All portable electrical hand tools are grounded through the electrical outlet. . . . . (21)

J. The main power source is easily accessible and can be shut off quickly. . . . . (21)

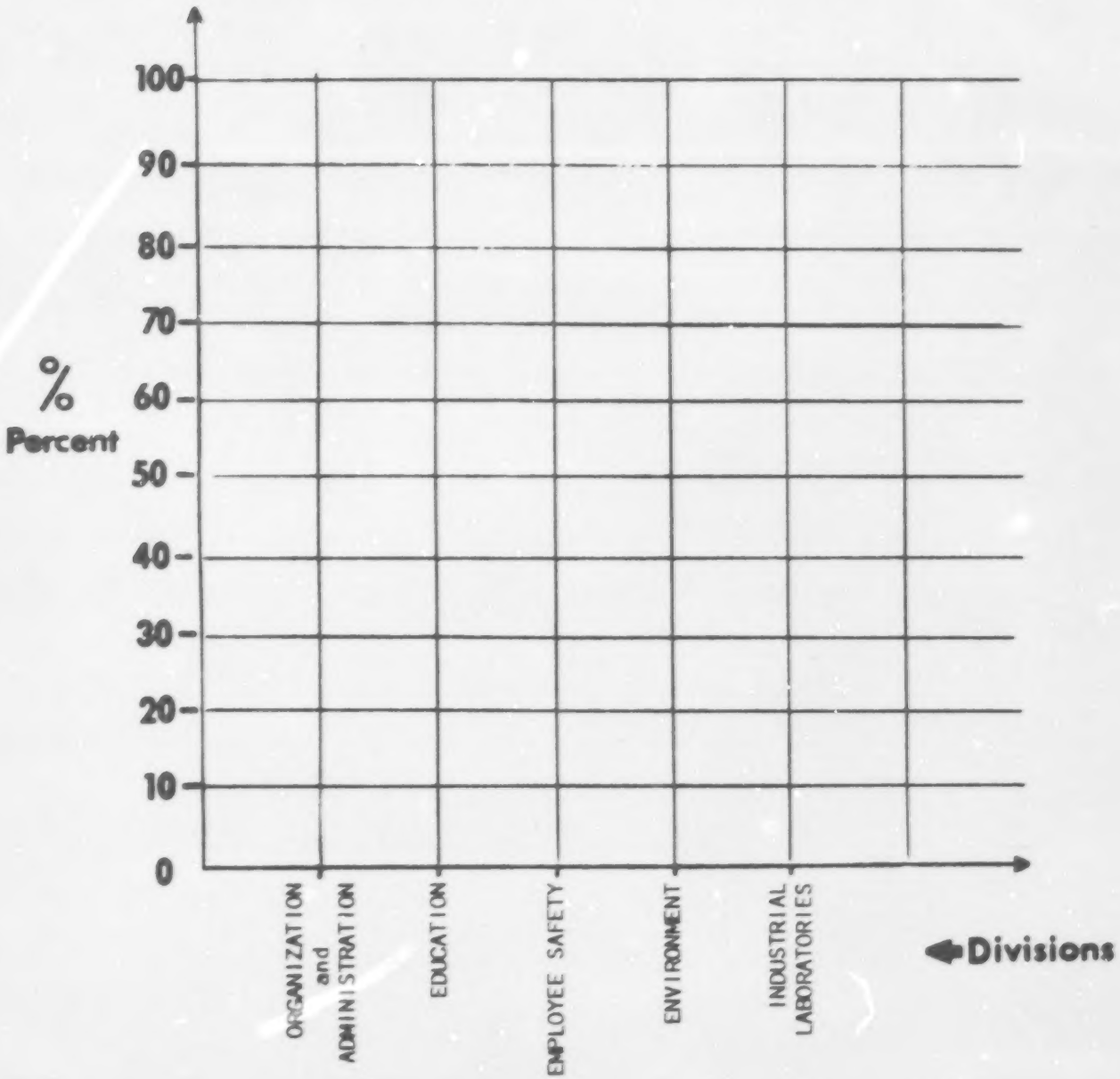
K. All electrical outlets are identified by voltage. . . (18)

L. Furniture and machines are adapted to the age level of the student. . . . . (20)

M. All blades and cutting tools are kept sharp and statically and dynamically true. . . . . (21)

EVALUATION OF SCHOOL SAFETY SERVICES

PLOT-A-GRAPH---Determine each respective division percentage by dividing the division's total number of points assigned by the evaluator by the total point value designated in the instrument. Plot this percentage at a point in line with the division title. Draw a connecting line between the points. The graph will be a visual representation of the relative standing of each division.

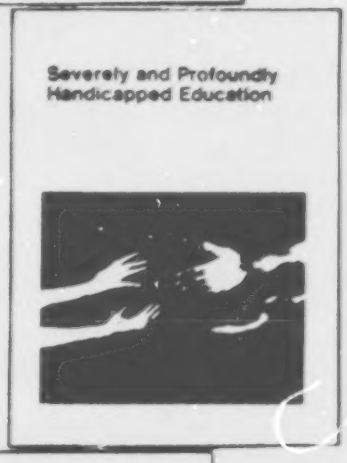


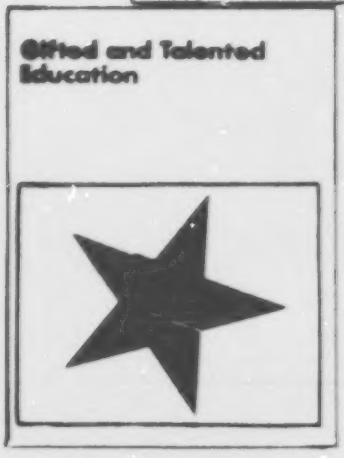
AN

EVALUATIVE

INSTRUMENT

SPECIAL EDUCATION





INSTRUMENT FOR EVALUATION
OF
SPECIAL EDUCATION

NAME OF SCHOOL SYSTEM _____

ADDRESS _____

SCHOLASTIC ENROLLMENT _____ DATE OF EVALUATION _____

INTRODUCTION

Special Education is that portion of the school's instructional program that is directed toward providing an education for handicapped children that compares as nearly as possible to that provided for normal students. Major and individual adjustments are necessary. Handicapped children include those with a variety of physical, mental, or emotional disabilities. The federal government recognizes the need for emphasis upon this neglected area in education as evidenced in Public Law 94-142. Continuous evaluation of Special Education programs is a part of the law. This instrument is designed to accomplish this procedure.

DIRECTIONS

The total point value of an optimum program is 1,000 shared by the four major divisions. The figures in parentheses on each division and criterion represent the optimum as determined by a jury of highly qualified professionals from various states. Whatever point value you assign, let it be representative of your own experience and best judgment.

Study the sub-items of one division at a time and decide what point value you would give each sub-item. Record a point value to the right of each sub-item.

Complete the total for each division. Add the division totals to obtain the evaluation in point values. Divide by ten to obtain percentile rating of the program.

NAME OF EVALUATOR _____

POSITION _____

EMPLOYED BY _____

ADDRESS _____

TOTAL SCORE _____ PERCENTAGE _____

I. ORGANIZATION AND ADMINISTRATION

	POINT VALUE (Division I) (434)	POINT VALUE (Each Sub-Item)
A.	Parents of handicapped children are fully informed of the rights of their children to an education as nearly normal as possible.	(40)
B.	Teachers and administrators are strongly committed to providing all handicapped children with a free appropriate public education in the least restrictive environment.	(46)
C.	An effective plan is in operation for the identification, location, and evaluation of handicapped children. .	(40)
D.	Federal and state statutes and guidelines for providing education to the handicapped are complied with in both letter and spirit.	(50)
E.	Confidentiality of records is maintained.	(29)
F.	Regular classroom teachers and administrators work together cooperatively with special education personnel.	(35)
G.	Due process is observed in all proceedings governing the identification, assessment, and placement of handicapped children.	(48)
H.	Individualized Education Programs (IEP's) are developed for all handicapped children and are revised at least annually and whenever adjustment . . required.	(49)
I.	IEP's are flexible in their structure and give adequate representation to all parties with a legitimate interest in the education of the handicapped child.	(22)
J.	Records are present and are maintained in a manner that best supports the education of the handicapped child.	(25)
K.	No discrimination against qualified handicapped individuals operates in the recruitment, hiring, compensation, job assignment, or fringe benefits of staff personnel.	(20)
L.	Non-school district agencies are effectively used to augment the services provided to handicapped individuals by school district resources.	(15)
M.	Affirmative action operates in the employment and advancement of qualified handicapped individuals. . .	(15)

II. SPECIAL EDUCATION MATERIALS AND SERVICES

POINT VALUE (Division II) (170)

POINT VALUE (Each Sub-Item)

A. Modified instructional materials for handicapped students (e.g. textbooks written in braille) parrallel regular instructional materials available in the program for non-handicapped students. . . . . (35)

B. Personnel skilled in modifying instructional materials for use by the handicapped are readily available. . . (25)

C. School activities and services are made accessible to handicapped students whenever they can benefit from them. . . . . (45)

D. Positive action is taken to encourage handicapped students to take advantage of school activities and services. . . . . (30)

E. Classroom instruction is modified as appropriate to meet the needs of handicapped students. . . . . (35)

III. FACILITIES

POINT VALUE (Division III) (170)

POINT VALUE (Each Sub-Item)

A. A complete survey has been conducted to identify physical obstacles in the school's facilities that would limit the accessibility of programs or activities to handicapped individuals. . . . . (40)

B. Facilities used by staff and students are readily accessible to and usable by handicapped staff and students. . . . . (40)

C. When discrepancies are discovered in the accessibility of facilities to handicapped staff and students, plans to remove obstacles are made and implemented. . . . (35)

D. New facilities are planned to make them completely accessible to and usable by handicapped staff and students. . . . . (35)

E. Personnel skilled in performing minor modifications in facilities to make them accessible to handicapped personnel are available and are used by the school. . (20)

IV. SPECIAL EDUCATION PERSONNEL

POINT VALUE (Division III) (226)

POINT VALUE (Each Sub-Item)

A. Special Education personnel are available in sufficient numbers for each of the handicapping conditions. . . (40)

B. A sufficient number of psychologists, medical and health personnel, and social workers are available to meet the needs of handicapped children. . . . . (30)

C. Special Education personnel have the needed competencies to provide service to handicapped children. . . . . (41)

D. Regular classroom teachers and administrators have received adequate training to provide service to handicapped children. . . . . (30)

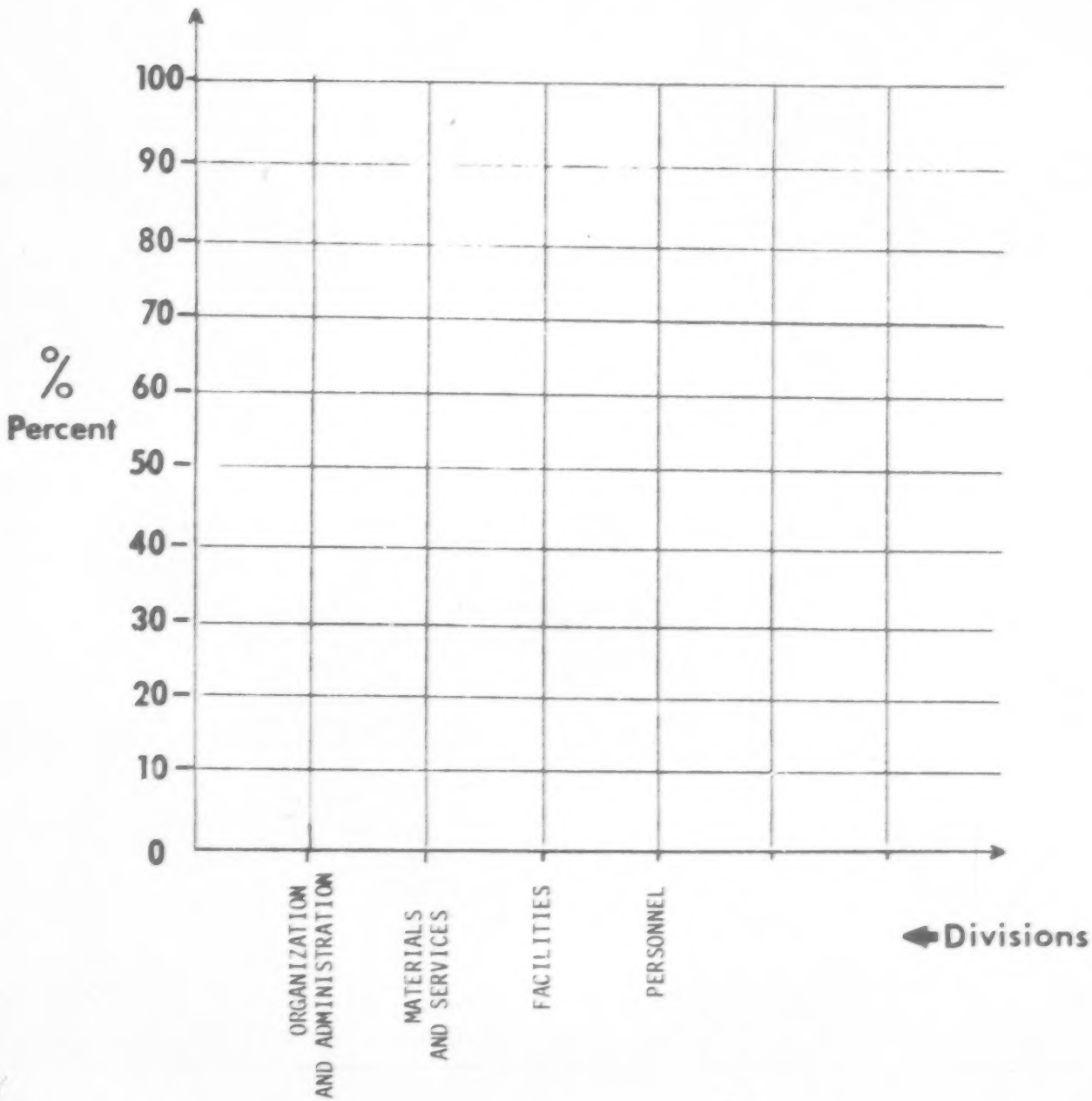
E. In-service training is available to upgrade the skills of Special Education personnel. . . . . (35)

F. In-service training for working with handicapped children is available to regular classroom teachers and administrators. . . . . (25)

G. Special Education personnel are used effectively as resource persons by regular classroom teachers. . . (25)

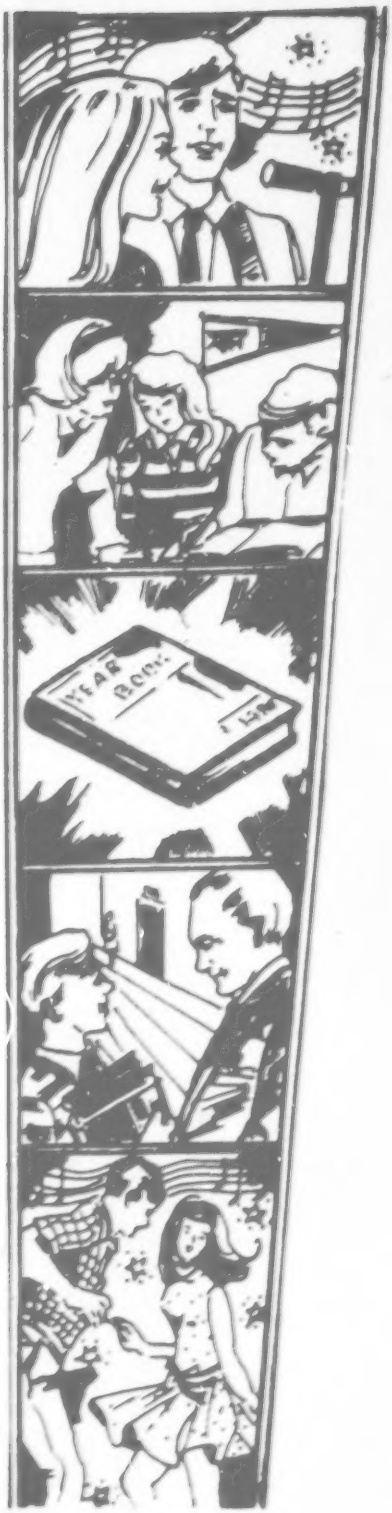
EVALUATION OF SPECIAL EDUCATION

PLOT-A-GRAPH---Determine each respective division percentage by dividing the division's total number of points assigned by the evaluator by the total point value designated in the instrument. Plot this percentage at a point in line with the division title. Draw a connecting line between the points. The graph will be a visual representation of the relative standing of each division within the School Maintenance program.



DISCIPLINE AND STUDENT INVOLVEMENT

AN EVALUATIVE INSTRUMENT



INSTRUMENT FOR EVALUATION
OF
STUDENT INVOLVEMENT AND DISCIPLINE

NAME OF SCHOOL SYSTEM _____

ADDRESS _____

SCHOLASTIC ENROLLMENT _____ DATE OF EVALUATION _____

INTRODUCTION

The constructive involvement of students in high school policymaking exists in varying forms and degrees. However, one constant throughout the high school system is the pliable student who enters high school as a juvenile and leaves as a young man or woman. Student involvement in policymaking provides a setting for the important process of cooperative-democratic functioning to be learned by young citizens. It employs a method through which high school students have an opportunity to learn through participation. It minimizes discipline problems through self-discipline.

DIRECTIONS

The total point value of an optimum program is 1,000 shared by four major divisions. The figures in parentheses on each division and criterion represent the optimum as determined by a national jury of highly qualified professionals. Whatever point value you assign, let it be representative of your own knowledge, experience and best judgement.

Study the sub-items criteria of one division at a time and decide what point value you should give each sub-item. Record a point value to the right of each sub-item.

Compute the total for each division. Add the division totals to obtain the total evaluation in point values. Divide by ten to obtain percentile rating of the program.

NAME OF EVALUATOR _____

POSITION _____

EMPLOYED BY _____

ADDRESS _____

TOTAL SCORE _____ PERCENTAGE _____

I. ORGANIZATION AND ADMINISTRATION

POINT VALUE (Division I) (415)

POINT VALUE (Each Sub Topic)

A. Student involvement in high school policymaking is a service that is considered an integral part of the total school program. . . . . (30)

B. The written policies of the school system clearly state a philosophy which supports the democratic processes of our society. . . . . (30)

C. The policies include guidelines essential for the development and continuation of a design and program for the involvement of students. . . . . (30)

D. The design and program for student involvement is reviewed occasionally by a combined panel of parents, teachers, and students. . . . . (27)

E. Responsibility for implementation of the program is delegated to professional personnel of the school system. (21)

F. Support of student involvement is exemplified through dynamic leadership by the administration. . . . . (27)

G. Provisions are made when opportunities are available to encourage student involvement in policymaking on state and national levels. . . . . (21)

H. Students, lay citizens, teachers and staff are provided full understanding of the functions of student involvement in high school policymaking and its relevance to the educative process. . . . . (30)

I. The program is coordinated on a system-wide basis while the integrity of the program in the building unit is retained. . . . . (22)

J. Funds are available through the school system budget to provide for necessary expenditures in developing and maintaining the program. . . . . (22)

K. Building and room facilities are adequate and available when needed. . . . . (22)

L. A student advisory council representating the school system as a whole serves to provide the administrator with deeper insight into the planning recommendations for a total school program. . . . . (27)

M. Provisions are made for students to present views on current topics to the board of education. . . . . (26)

POINT VALUE (Division I) (415)

POINT VALUE (Each Sub-Item)

N. Opportunity is provided students to participate as members of committees on such school matters as reporting to parents, publications, grooming and appearance, and interscholastic athletics. . . . . (27)

O. Governance through a representative student group is included in the design as an essential element of the local school unit. . . . . (26)

P. Procedures of appeal are established and publicized for any student to have available channels of communication to the principal, to the superintendent and, if necessary, to the board of education. . . . . (27)

II. DISCIPLINE

POINT VALUE (Division II) (100)

POINT VALUE (Each Sub-Item)

A. Rules and regulations are published clearly and distributed to students and their parents. . . . . (19)

B. Students are aware of the punishment that will result from breaking rules. . . . . (18)

C. Discipline procedures are designed to develop the student's self-discipline habits. . . . . (12)

D. Enforcement procedures respect the worth and dignity of the individual student. . . . . (11)

E. Violence and vindictiveness are forbidden in the administration of punishment. . . . . (10)

F. Parents, teachers, and administrators work together to develop rules for student conduct and appropriate discipline procedures. . . . . (16)

G. Discipline procedures are directed toward the student's instructional benefit. . . . . (14)

III. STUDENT GOVERNANCE

POINT VALUE (Division III) (295)

POINT VALUE (Each Sub-Topic)

A. A constitution approved by the student body provides a structure through which student involvement in high school policymaking can be achieved. . . . . (25) _____

B. The qualifications for membership in the goverance group is inclusive regardless of sex, color, race, and creed. . . . . (25) _____

C. The constitution assures the right to vote by all students in the selection of representatives and officers for the student governance group. . . . . (24) _____

D. Inappropriate action on the part of student involvement is subject to veto by the principal and is so stated in the school policies. . . . . (20) _____

E. The faculty advisor is selected according to the provisions established in school policies. . . . . (15) _____

F. The role of the faculty advisor in relation to the governance group is defined in the constitution. . . (16) _____

G. Any change in the constitution and its by-laws must have the approval of the principal. . . . . (22) _____

H. Any change in the constitution must have the approval of the student body. . . . . (23) _____

I. Immediately after their election, the officers of the governance group meet with the principal to develop goals for their time in office . . . . . (14) _____

J. Following their election, the representatives and officers of the governance group participate in a leadership workshop. . . . . (17) _____

K. The relationship and jurisdiction of the various school officials with the governance group is clearly defined. (23) _____

L. Any student seeking an office or representative position must meet the qualifications stated in the constitution (13) _____

M. Periodic reports on the business transacted in the student governance group meetings are made to the students and faculty by the elected representatives. . . . . (20) _____

N. The constitution provides that all major or continuing student governance committees and projects have faculty sponsors to provide guidance and to support student participation. . . . . (18) _____

O. The administration recognizes that having purposeful activities are essential for success of student governance. . . . . (26) _____

IV. RULES AND REGULATIONS

POINT VALUE (Division IV) (190)

POINT VALUE (Each Sub-Topic)

A. All rules and regulations comply with state and national laws. . . . . (11)

B. The rules and regulations of the school system and local building unit are formulated to assure student rights and the responsibilities that accompany those rights. . . (11)

C. Freedom of speech is guaranteed to all students within the confines of respect for others. . . . . (12)

D. Freedom of the press is recognized as an important medium for the expression of facts in a manner proper for a school group. . . . . (11)

E. Dress and grooming rules are based on tastes which are not disruptive to the educational process and are not by arbitrary decisions. . . . . (11)

F. Consultations with student groups are held by the board of education and superintendent to arrive at realistic school policies pertaining to rules and regulations. . (10)

G. The principal of the building unit solicits recommendations and suggestions from students in preparation of building rules and regulations. . . . . (12)

H. Students are involved by the faculty members in determination of suitable behavior in the classroom. . . . (10)

I. After reviewing the additions, changes, or deletions, of rules and regulations, the student governance group discusses the subject with the principal. . . . . (12)

J. Student service groups are developed. Some of these groups are in the following areas: scheduling display cases, the health aspect of the school environment, operating the school store, providing instruction for respect to the State and National flags, and community services . . . . . (10)

K. Student organizations are developed. Some of these are in the following areas: cheerleaders, the letter club, the yearbook The National Honor Society and the Future Teachers of America. . . . . (10)

L. Student activities are developed. Some of the activities are in the following areas: assemblies, awards, and dances or other entertainment. . . . . (12)

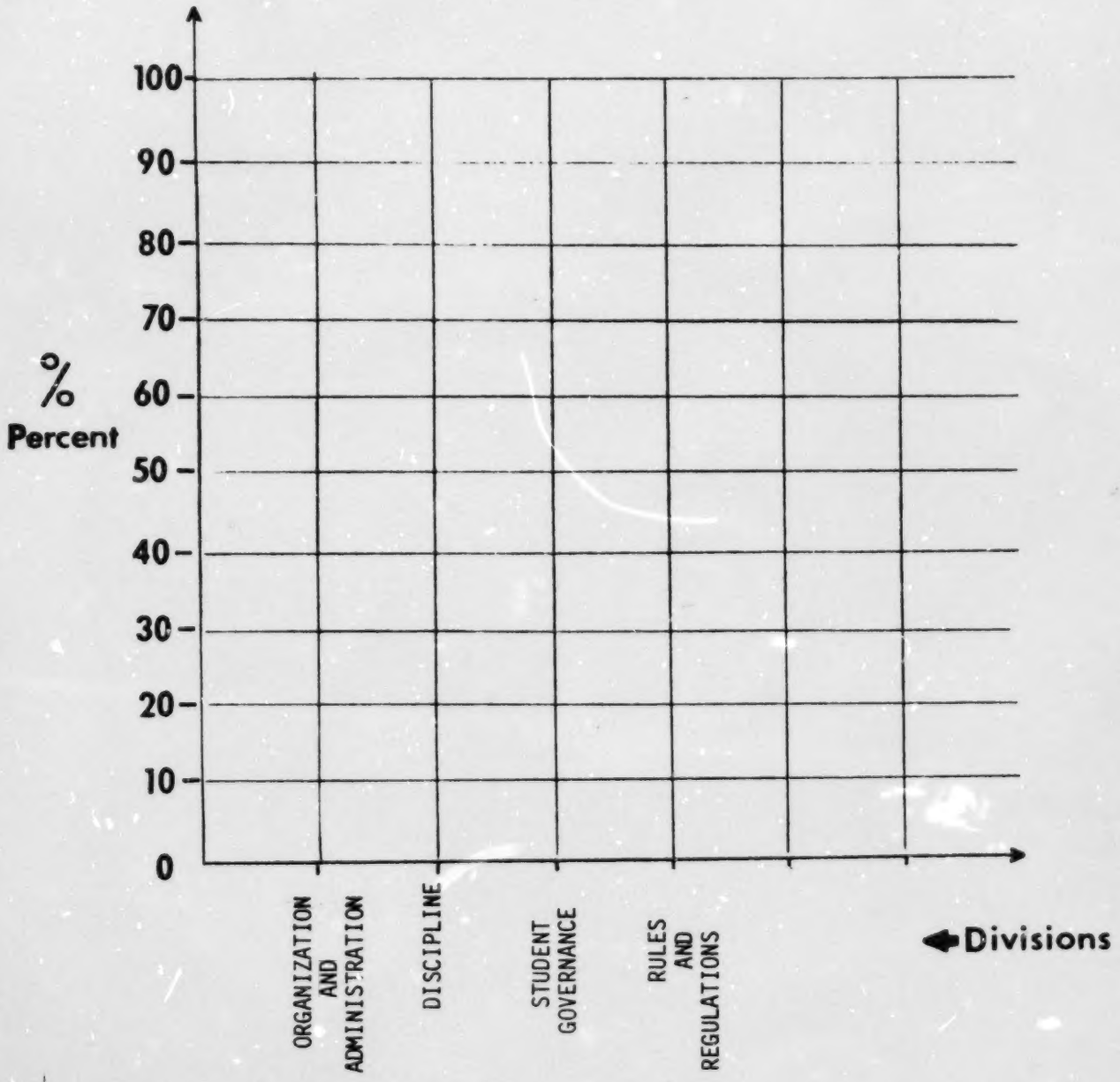
M. The faculty member ombudsman, after hearing grievances voiced by students, offers direction and representation if needed. . . . . (12)

Continued on Next Page. .

(POINT VALUE) (Division IV)	POINT VALUE (Each Sub-Item)
N. A faculty ombudsman incorporates grievances into communications to the principal for consideration in the school program development.	(11) _____
O. Either the student governance group or a committee appointed by it may request a hearing before the principal and/or other appropriate school personnel.	(11) _____
P. The rules and regulations assure the educational endeavor of the school and each student enrolled to freedom from disruption while participating in the pursuit of his education.	(12) _____
Q. All requests for hearing or conferences with the administration are given reply within a reasonable length of time. Face to face meetings are provided when necessary.	(12) _____

EVALUATION
OF
STUDENT INVOLVEMENT AND DISCIPLINE

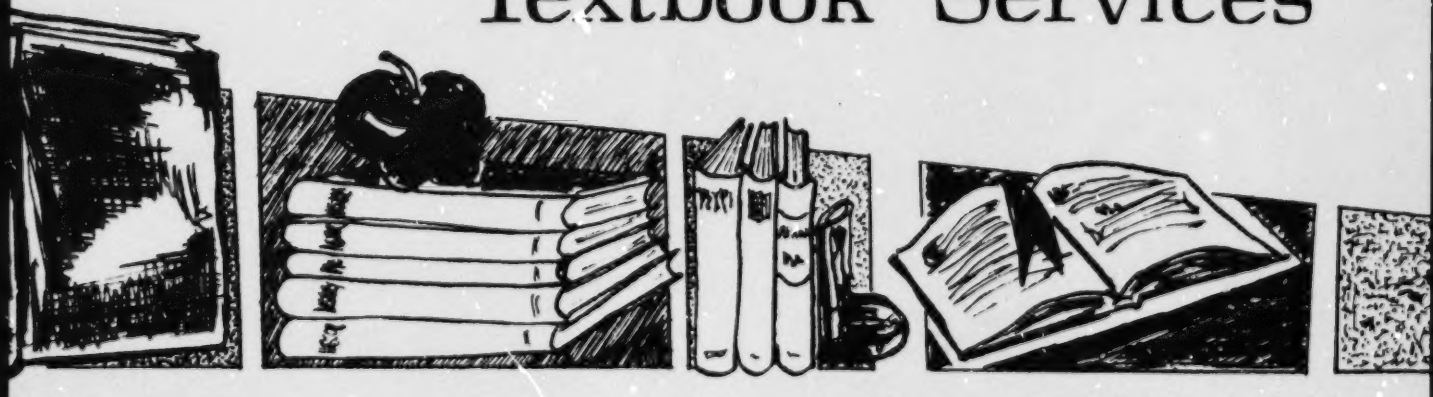
PLOT-A-GRAPH---Determine each respective division percentage by dividing the division's total number of points assigned by the evaluator by the total point value designated in the instrument. Plot this percentage at a point in line with the division title. Draw a connecting line between the points. The graph will be a visual representation of the relative standing of each division within the School Maintenance program.



AN EVALUATIVE INSTRUMENT

ORGANIZATION & ADMINISTRATION

Textbook Services



Dr. Paul R. Hensarling

INSTRUMENT FOR EVALUATION OF TEXTBOOK SERVICES

NAME OF SCHOOL SYSTEM_____

ADDRESS_____

SCHOLASTIC ENROLLMENT_____DATE OF EVALUATION_____

INTRODUCTION

A goal of the American people is to provide the children of our society an opportunity to become educated, possessing the latest available knowledge. Every child has a place in American life and the place he desires and attains may depend upon his formal education. The basic tool for developing the child to his maximum potential has been the textbook for many years. The selection, procuring, distribution and management of textbooks is a prime responsibility of the professional leadership. Policies should be established by the local board of education and these should be administered by competent school personnel.

DIRECTIONS

The total point value of an optimum program is 1,000 shared by three major divisions. The figures in parentheses on each division and criterion represent the optimum as determined by a national jury of highly qualified professionals. Whatever point value you assign, let it be representative of your own knowledge, experience and best judgement.

Study the sub-items criteria of one division at a time and decide what point value you should give each sub-item. Record a point value to the right of each sub-item.

Complete the total for each division. Add the division totals to obtain the total evaluation in point values. Divide by ten to obtain the percentile rating of the program.

NAME OF EVALUATOR_____

POSITION_____

EMPLOYED BY_____

ADDRESS_____

TOTAL SCORE_____ PERCENTAGE_____

I. ORGANIZATION AND ADMINISTRATION

	POINT VALUE (Division I) (587)	POINT VALUE (Sub-Topic)
A.	A district textbook custodian is appointed by the administration and his duties are clearly defined.	(24)
B.	Each school unit has a responsible person to act as a textbook custodian.	(25)
C.	The procuring and shipping of all textbooks is supervised by the district custodian. Assistance is furnished during peak periods..	(24)
D.	Sufficient local funds are budgeted to meet the special needs for textbooks	(30)
E.	A cooperative relationship exists between the custodian and the teachers.	(24)
F.	Lists of adopted basal and supplemental texts are readily available to all teachers, when requested.	(21)
G.	The administration encourages the use of supplementary materials.	(24)
H.	Textbook committees are provided with released time for adequate study of new publications being considered for adoption	(32)
I.	A current record is kept of all books issued to and received from teachers.	(25)
J.	Textbook covers are made available to the students. .	(11)
K.	The students and teachers are informed of all policies regarding responsibilities for the care and ownership of books.	(23)
L.	Teachers maintain a record of all books issued to students. Books are marked to insure proper identification.	(22)
M.	Parents are informed of new adoptions to be made in the district and provided an opportunity to express their views to the selection committee.	(20)
N.	A system of fines for damaged books is understood by users concerned. There is adequate provision for payment for lost or damaged books.	(19)

CONTINUED ON NEXT PAGE. . .

	POINT VALUE (Division I)	POINT VALUE (Sub-Topic)
O.	Written policies concerning the selection and administration of textbooks are approved by the Board of Education.	(30)
P.	The superintendent has thoroughly written administrative directives clearly establishing areas of responsibility in the administration of textbook services.	(25)
Q.	Adequate personal bond has been posted for the textbook custodian.	(20)
R.	The selection process provides an opportunity for the selection committee to meet with the representative of publishers.	(26)
S.	The selection process provides for cooperative effort in selection of books between curriculum development personnel and other professional staff.	(28)
T.	Provision is made for continuing study of available text materials.	(29)
U.	Guidelines or content specifications governing the selection of materials are established to assist the selection committee in its work.	(30)
V.	Provision is made for administrative review of the selection committee's decision..	(24)
W.	The Board of Education exercises its right of review, and approval of textbook selection in keeping with sound educational philosophies.	(25)
X.	The superintendent has established an educational philosophy to guide the selection committee in its work.	(26)

II. FACILITIES

	POINT VALUE (Division II) (222)	POINT VALUE (Sub-Topic)
A.	The district has a central storage room with adequate space and light for damaged or surplus books.	(31)
B.	Each building has a conveniently located bookroom. . .	(30)
C.	The bookroom is properly ventilated, is de-humidified, when needed, and has adequate shelf space to allow internal ventilation.	(28)
D.	The bookroom is rodent proof and is treated as needed to prevent damage by insects.	(32)
E.	The bookroom is kept as dust free as possible	(23)
F.	Lockers are provided to students for storage of their books.	(27)
G.	An area is provided for storing lost and found books in each building.	(25)
H.	The textbook custodian is provided with adequate quarters, furniture and filing cabinets.	(26)

III. TEXTBOOK MAINTENANCE

POINT VALUE (Division III) (191) ____

POINT VALUE (Sub-Topic)

A. All students are informed during the first week of school or regulations and policies regarding the care of textbooks. . . . . (24) ____

B. Lockers are assigned to students. . . . . (21) ____

C. Textbooks in lockers are inspected in corporation with the students and textbook custodian periodically to emphasize proper care of the books. . . . . (17) ____

D. Teachers conduct a textbook check for missing books at regular intervals. . . . . (25) ____

E. Teachers conduct a check for damaged books by personal inspection at least once each semester. . . . . (22) ____

F. Protective covers are used on textbooks . . . . . (13) ____

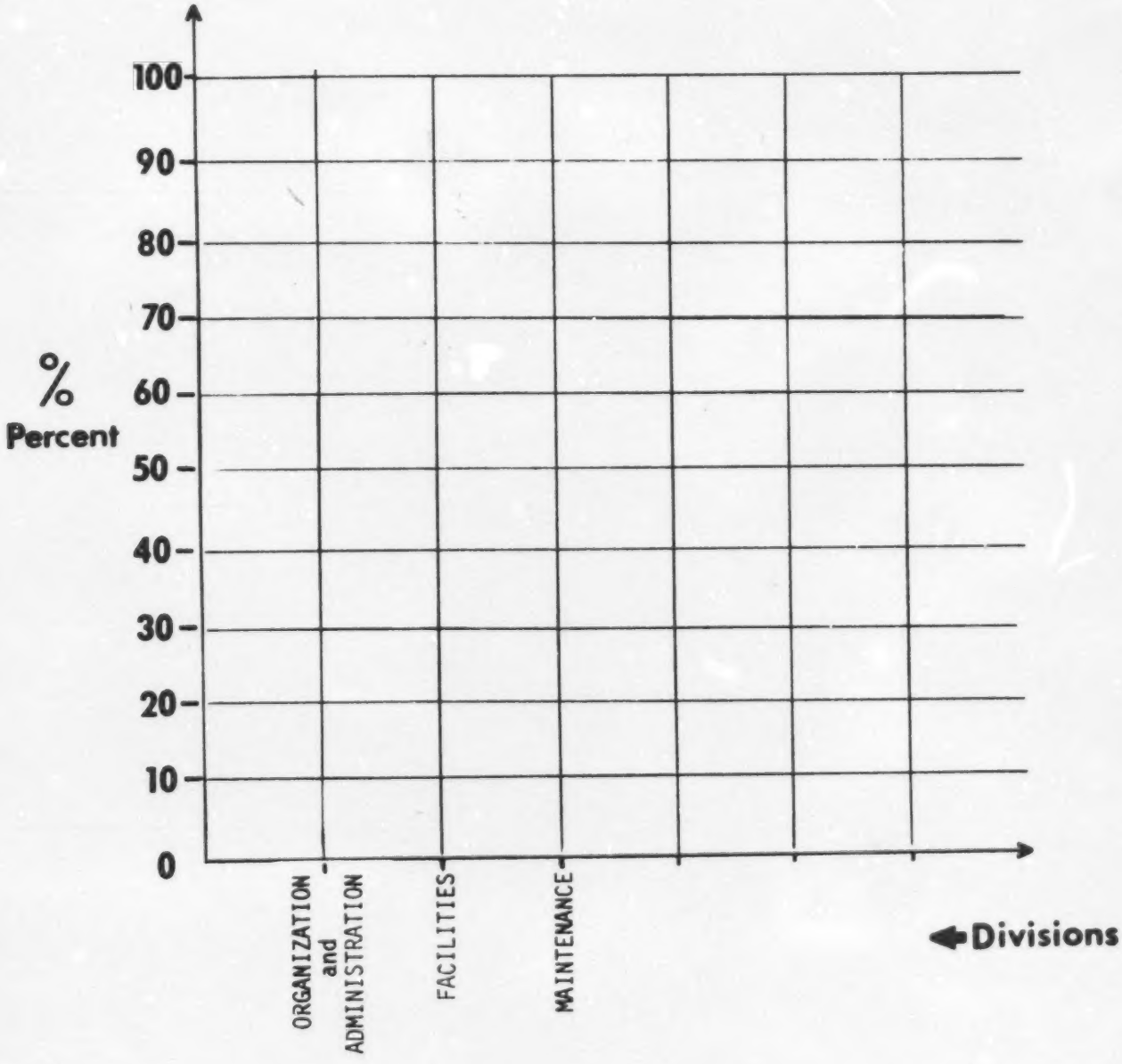
G. Storage shelves are provided in the lunchroom area, if it is necessary for students to carry books to the cafeteria. . . . . (25) ____

H. The teacher is aware and relates the public relations function of the role and use of textbooks. . . . . (20) ____

I. The concept of good citizenship includes student and school pride in the good care of books. . . . . (24) ____

Evaluation of School Textbook Services

PLOT-A-GRAPH---Determine each respective division percentage by dividing the division's total number of points assigned by the evaluator by the total point value designated in the instrument. Plot this percentage at a point in line with the division title. Draw a connecting line between the points. The graph will be a visual representation of the relative standing of each division.



Dr. Paul R. Hensarling

ORGANIZATION & ADMINISTRATION

Transportation Services

AN EVALUATIVE INSTRUMENT

INSTRUMENT FOR EVALUATION OF TRANSPORTATION SERVICES

NAME OF SCHOOL SYSTEM _____

ADDRESS _____

SCHOLASTIC ENROLLMENT _____ DATE OF EVALUATION _____

INTRODUCTION

The American system of education is based on the assumption that each child should have an opportunity to receive a basic education. In recent years this concept has been reinforced by a comprehensive system for transporting students to and from school. The value of this service is recognized by educational authorities, parents, and the students it serves.

With the advent of good roads, buses designed for transportation of children, and the accelerated pace of living, more and more children are transported each year. Another important factor is safety. Heavy and fast traffic on roads, streets and highways require special precautions to be taken to insure the safe movement of children to and from school.

Systems of transportation, in order to meet the changing needs of education, must be evaluated continuously. This instrument is designed to assist school administrators to evaluate their program of transportation objectively.

DIRECTIONS

The total point value of an optimum program is 1,000. The three major divisions share in the 1,000 points. The figures in parentheses on each division and criterion represent the optimum as determined by a jury of thirty superintendents of schools and directors of transportation services in thirty states. Whatever point value you assign, let it be representative of your own experience and best judgement.

Study the sub-items of one division at a time and decide what point value you would give each sub-item. Record a point value to the right of each sub-item.

Complete the total for each division. Add the division totals to obtain the evaluation in point values. Divide by ten to obtain percentile rating of the program.

NAME OF EVALUATOR _____

POSITION _____

EMPLOYED BY _____

ADDRESS _____

SCORE _____ PERCENTAGE _____

I. ORGANIZATION AND ADMINISTRATION

	POINT VALUE (Division I) (342)	POINT VALUE (Each Sub-Topic)
A.	The school's transportation program has been approved by the proper authorities.	(23)
B.	The administration provides leadership for the operation of the transportation service.	(28)
C.	The administration understands the place and function of the transportation service in the educational program.	(29)
D.	There are adopted written policies to direct the transportation service.	(29)
E.	The school class schedule and the bus schedule are synthesized to aid in the economy of transportation and for the effectiveness of the system.	(27)
F.	Adequate supervision is provided during the loading and unloading of buses in the school area.	(22)
G.	The administrative policies provide the methods of handling disciplinary problems of bus riders..	(26)
H.	Bus riders for each bus route are approved by a procedure for determining their eligibility.	(31)
I.	Bus riders have been informed of the rules related to behavior while waiting for, entering, riding, and departing from the buses.	(26)
J.	Provisions are made for organized safety practices and in-service training programs for transportation personnel	(28)
K.	Bus drivers are commended for efficiency in the discharge of their duties and are assisted to remove deficiencies	(19)
L.	A transportation map of the school district has been prepared and a written description of each bus route and the location of each bus stop has been prepared.	(37)
M.	There is an approved list of available and qualified substitute drivers.	(17)

II. FINANCE AND EQUIPMENT

POINT VALUE (Division II) (333)

POINT VALUE (Each Sub-Topic)

A. The transportation service operates by an approved budget. . . . . (46)

B. Transportation receipts and expenditure records are maintained in accordance with the policies of the state and local systems.. . . . . (38)

C. Charges for transporting ineligible students are commensurate with that of the cost of transporting eligible students. . . . . (18)

D. Good business practices are followed in purchasing buses, supplies, and equipment. . . . . (36)

E. Buses used for the transportation of students meet the recommended standards for safety and economy of operation. . . . . (36)

F. The capacity of buses, to assure safety and comfort, is determined on an individual route basis. . . . . (22)

G. Economical and efficient methods of maintenance are provided for the up-keep and repair of buses and equipment. . . . . (44)

H. There is an effective program of preventive maintenance based on thorough examinations of the vehicles in the school fleet. . . . . (36)

I. Accurate records are kept of the cost of operating and maintaining each bus as well as the complete fleet of buses. . . . . (33)

J. Adequate storage facilities are provided for the protection of buses and equipment . . . . . (24)

III. TRANSPORTATION PERSONNEL

POINT VALUE (Division III) (325)

POINT VALUE (Each Sub-Topic)

A. Transportation personnel are selected to perform their assigned tasks by their individual qualifications and their previous performance record of safety. . . (42)

B. Salaries are commensurate with the task of the personnel. . . . . (32)

C. Bus drivers must have passed the legal requirements of being licensed and bonded as school bus operators (33)

D. The bus drivers abide by the traffic rules and regulations of the state. . . . . (33)

E. The bus drivers understand and control children who ride their buses. . . . . (33)

F. The bus drivers have the confidence of the parents of the children who ride their buses. (24)

G. The bus drivers follow the proper and safe procedures of loading and unloading of riders at all bus stops. (38)

H. The bus drivers participate in the in-service programs for transportation personnel. . . . . (26)

I. The bus drivers have had training in first aid for the care of injuries and illnesses. . . . . (21)

J. The bus drivers inspect their buses and report mechanical failure or damage to the proper authorities. . . (27)

K. The driver keeps a list of telephone numbers to be called in cases of emergency. . . . . (16)

EVALUATION OF SCHOOL TRANSPORTATION SERVICES

PLOT-A-GRAPH---Determine each respective division percentage by dividing the division's total number of points assigned by the evaluator by the total point value designated in the instrument. Plot this percentage at a point in line with the division title. Draw a connecting line between the points. The graph will be a visual representation of the relative standing of each division.